

The Speech Teacher

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The SPEECH TEACHER

VOL. VIII, No. 2

MARCH, 1959

FUNDAMENTALS OF SPEECH: A BASIC COURSE FOR HIGH SCHOOLS

SPEECH ASSOCIATION OF AMERICA
Interest Group: Speech in the Secondary School

FOREWORD

IN 1953, the Committee on Problems in the Secondary School, Speech Association of America, conducted a nation-wide inquiry to discover whether or not there were in use state adopted or approved courses of study in speech fundamentals or basic speech in high schools. Replies from forty-eight state departments of education revealed that only New Mexico had issued a course of study¹ which came within the Com-

EDITOR'S NOTE:

This course of study was prepared by a special committee of the Secondary School Interest Group. It is not officially sponsored or recommended by the SAA. However, its content and organization are sound and useful in a high school course in fundamentals of speech. Like any course of study, it should be regarded as tentative, suggested, and in need of adaptation to meet various local situations. Teachers will find it a helpful starting point in planning their courses.

This course of study is offered for consideration, study and comment. It may not be reproduced in whole or in part, in any form, without permission. Any person or institution desiring such permission should inquire of the Executive Secretary, Speech Association of America, Louisiana State University, Baton Rouge 3, Louisiana. Reprints of this article available from the Executive Secretary, Speech Association of America, Louisiana State University, Baton Rouge 3, Louisiana, at twenty cents per copy; orders of ten or more, fifteen cents each.

¹ *Speech and Drama: Tentative Guide for High School Teachers*. Approved by New Mexico State Board of Education Bulletin No. 14-1951.

mittee's definition. The Committee decided to take upon itself the preparation of such a course of study which might serve as a guide to schools or school systems in which a course in basic speech had been or might be established. During 1954 and 1955, the Committee prepared a set of "basic assumptions" (see page 94) on which such a course of study would be based. After prolonged discussion and deliberation in the course of which many teachers of speech were consulted, the Committee agreed upon a list of units which should be included. In December 1956, Waldo W. Phelps, Chairman of the Interest Group: Speech in the Secondary School, SAA (successor to the Committee on Problems, etc.) appointed a committee on course of study to prepare the document presented here.

Members of the Committee on Problems in the Secondary School and of the Interest Group: Speech in the Secondary School who served as a study and steering committee and participated in the project from 1952-1956 are Charles L. Balcer, St. Cloud, Minnesota State Teachers College; Mary Blackburn, Missouri; Rowena H. Roberts, Colorado Springs High School; Hayden K. Caruth, University of Michigan; Betty May

Collins, Technical High School, Memphis, Tennessee; Lawrence S. Jenness, Arlington Heights, Illinois High School; Alice Donaldson, Clayton, Missouri High School; Freda Kenner, Messick High School, Memphis, Tennessee; Evelyn Konigsberg, Washington Irving High School, New York City; Yetta G. Mitchell, New York University; Oliver W. Nelson, University of Washington; Bea Olmstead, Hamtramck, Michigan Public Schools; Waldo W. Phelps, University of California at Los Angeles; Oretha Jane Whitworth, Amarillo, Texas High School.

The final document, prepared under the chairmanship of Oretha Jane Whitworth, is the work of Charles L. Balcer, Betty May Collins, Milton Dobkin (Humboldt State College, Arcata, California), Freda Kenner, Adah Miner (Shoreline Public Schools, Seattle, Washington), Oliver W. Nelson, and Rowena H. Roberts.

Course of Study in Basic Speech (Speech Fundamentals) in High Schools

BASIC ASSUMPTIONS

The course in *basic speech* is a course concerned with basic speech attitudes, knowledges and skills. It should furnish opportunities for systematic education in commonly used speech processes.

The course in *basic speech* is intended as a course required for all pupils in all high schools. It does not and cannot substitute for speech correction classes for pupils handicapped in speech, nor for advanced speech courses designed for pupils especially interested in or especially gifted in speech activities.

The course in *basic speech* should be taught by a teacher specially trained in speech and in methods of teaching speech to high school pupils.

The course in *basic speech* should meet for one full class period daily for one semester.

The course should have curricular status and credit equal to that accorded any "regular, academic" subject such as English, foreign language, history, mathematics, science, etc.

Proposed for one semester One-half unit academic credit

Unit I	Introduction to the Course . . . 1 week (Oretha Jane Whitworth)
Unit II	Bodily Action 2 weeks (Oretha Jane Whitworth)
Unit III	Informal Speech 1 week (Freda Kenner)
Unit IV	Voice and Diction 2 weeks (Betty May Collins)
Unit V	Listening and Speaker-Audience Relationships 1 week (Charles L. Balcer)
Unit VI	Preparation and Delivery of Talks 3 weeks (Rowena H. Roberts)
Unit VII	Parliamentary Procedure . . 2 weeks (Charles L. Balcer)
Unit VIII	Oral Reading and Interpretation 3 weeks (Adah Miner)
Unit IX	Discussion 3 weeks (Milton Dobkin)

C. Types of speech to be studied:

1. Informal speech
2. Voice and diction

FUNDAMENTALS OF SPEECH: A BASIC COURSE FOR HIGH SCHOOLS

UNIT I

INTRODUCTION TO SPEECH

Time: One Week

- I. INTRODUCTION: To most pupils speech is a new course, and most of the pupils are new to the teacher. An introduction to the course is essential in order that the correct attitude may be established. It is also essential that the pupils become friendly with one another in order to avoid a feeling of stagefright in appearing before the group. A third essential is that the teacher begin an analysis of the students as speakers and as individuals.

II. OBJECTIVES:

A. General:

To stimulate interest in speech and to develop helpful attitude toward the course.

B. Specific:

1. To acquaint the pupils with the material in the course.
2. To develop the right attitudes toward speech.

3. To create a friendly atmosphere in the class.
4. To begin analysis of the needs and abilities of the pupils.

III. APPROACH: Through classroom discussion, each pupil is encouraged to tell why he chose to take speech, to introduce himself, to tell of his specific interests in school and in leisure time.

IV. ORGANIZATION AND CONTENT:

A. Tests of good speaking:

1. What is speech?
2. What is effective speaking?

B. Value of speech training in high school:

1. Speech in classroom.
2. Speech in home and community.

C. Types of speech to be studied:

1. Informal speech
2. Voice and diction
3. Discussion
4. Interpretation
5. Parliamentary procedure
6. Bodily action
7. Extempore speech
8. Listening

D. Attitudes to be developed:

1. Self knowledge for self improvement.
2. Ability to take criticism.
3. Learning to listen.

E. Worthy purposes of speech

V. PUPIL EXPERIENCES AND ACTIVITIES:

A. Introduction of pupils through extempore speeches.

B. Learning fellow classmates.

C. Giving information about themselves through:

1. Autobiography.
2. Inventories.

D. Analysis of speaking ability of pupil through:

1. Voice recordings.
2. Oral reading.
3. Short talks.
4. Conversation with instructor.

* * *

UNIT II BODILY ACTION

Time: Two weeks

- I. INTRODUCTION: The high school pupil must realize that every speaker makes two speeches at the same time: one with his words and one with his actions. If he

says one thing with his words and another with his actions, his speaking will be ineffective. He must also learn that mastery of action will promote fluency of speech and efficiency of thinking; that action breaks tension and will aid him to achieve poise.

II. OBJECTIVES:

A. General:

To provide the pupils with the means of mastery of bodily action in order that he may become a sincere, effective, poised speaker.

B. Specific:

1. To provide a correct outlet for the natural impulse to move.
2. To develop ease and freedom of movement.
3. To establish relationship between words and actions.
4. To provide activities that will aid the pupil in better bodily communication.
5. To teach that action breaks up tension.

III. APPROACH: Each pupil is asked to tell the class something through actions. Each pupil is asked to discuss a speaker, reader, or actor he has seen in performance.

IV. ORGANIZATION AND CONTENT:

A. Reasons for complete mastery of actions:

1. Without a controlled body, controlled voice is impossible.
2. Efficiency in thinking depends on control of muscles.
3. The visible signals of speech are made with the whole body.
4. To acquire poise.

B. Effect of bodily action on the audience.

1. The eye is quicker than the ear.
2. Listeners tend to imitate the action of the speaker.

C. Effect of bodily action on the speaker.

1. Helps to break down stage fright.
2. Serves as an outlet for nervous energy.
3. Generates fervor.
4. Stimulates thinking and fluency.
5. Preparation and practice result in bodily control.

D. Bodily action seen by the audience:

1. Movement to, from, and on the platform.
2. Posture: Physical attitude of speaker.

3. Gesture: visible activity of the hand, arm, shoulder, and head.
 4. Muscle tone of the entire body.
- E. Principles of effective action:
1. Animation.
 2. Spontaneity.
 3. Co-ordination.
 4. Power.

V. SUGGESTED ACTIVITIES:

- A. Pantomime work:
1. Individual pantomimes—
 - a. A traffic policeman.
 - b. A waiter taking an order.
 - c. A person watching a ball game.
 2. Group pantomimes—
 - a. Scenes from movies.
 - b. Photographer taking a family picture.
 - c. A sewing club.
- B. Exercises for spontaneity and co-ordination:
1. You have a baseball in one hand. You see a window. You are tempted. Throw the ball.
 2. You are a graceful dancer. You are helping another to dance.
 3. You hear a story that is false. You cry out, "That's a lie! Go!"
- C. Exercises for development of posture:
1. Walk to front of room, assume good standing position, ask a question, and return to your seat.
 2. Walk to the chair at front, pick up the book, be seated, open book and read from it; close book, rise, put it in chair, and return to your seat.
 3. Step forward to indicate, "therefore," "also," and "furthermore."
 4. Walk to different part of the stage.
 5. Say five short sentences, shifting weight on each sentence.
- D. Exercises for development of gestures (for group exercises)
1. You, there in the front row, and you by the door, listen to this.
 2. Hand me the book, please.
 3. I shall have nothing to do with you.
 4. Look out the window: What do you see?
 5. All of you, stand up. Sit down.
 6. The box was this long, and this high.
 7. Don't speak to me.
 8. I can give you three reasons.
- E. Talks involving action:
1. Tell a story and act out characters.

2. Explain how to do something; use the board or props if you wish.
3. Attack or defend some person or cause.
4. Plan a talk in which you handle an object or use materials in a demonstration.
5. Plan discussion groups on speech and action in social situations.

VI. EVALUATION:

- A. Written test on theory of action in speech.
- B. Constructive criticism of the class.
- C. Follow-up, program in later speaking situations.
- D. Do an action speech for a special test grade.
- * * *

UNIT III INFORMAL SPEAKING

Time: Two weeks

- I. INTRODUCTION: One of the significant changes in speech education during the 20th Century has been the new emphasis upon informal speaking. Since it is this form of communication which we employ largely throughout most of our waking hours and by which we are most often judged, speech teachers should feel a challenge to help students to increase their skills in using the speech of everyday life. However, we cannot teach everyday speaking directly, only particular speech skills which may go into everyday speech, therefore, this unit is devoted to those aspects of informal speech which we believe can be taught directly in class, namely: conversation, interviewing, and social situations.

II. OBJECTIVES:

A. General:

1. To help the students to improve their skills in human relations.
2. To help students to recognize their ability and correct their weaknesses in informal speech.

B. Specific:

1. To instruct the students in conversation, interviewing, and social situations.
2. To help the students overcome stage fright and to continue personality development.
3. To give the students practical information for good informal speech.

III. APPROACH:

- A. Point out to the students that informal speech is conversation
- B. Point out to the students that if they wish to become good conversationalists, they must first master the fundamentals of good speaking.
- C. Point out to the students that they should read as widely as possible in order to be ready to converse on any subject.
- D. Point out to the students that the use of "one more question" will usually get a conversation started.
- E. Point out to the students that an interview is a special kind of conversation because it is carried on for a definite purpose and in a definite way.
- F. Point out to the students the proprieties underlying social situations.

IV. ORGANIZATION AND CONTENT:

- A. Have the students read some assigned references.
- B. Show a movie on conversation, as: *Ways to Better Conversation*
- C. Prepare a set of imaginary but realistic situations covering social introductions, conversation, and interviewing.
- D. Have the students discuss the following attributes of informal speech.
 1. Spontaneity
 2. Fluency
 3. Directness
 4. Respect for fellow conversers
 5. Alert listening
 6. Voice
 7. Vocabulary
 8. Articulation
- E. Have the students discuss fully the following types of informal speech.
 1. Conversation
 - a. Importance of conversation
 - b. Consideration of others in conversation
 - c. What to talk about
 - d. How to be a good listener
 - e. Keeping well informed
 - f. How to avoid awkward pauses
 - g. Learning from good conversationalists
 2. Interviews
 - a. Decide precisely what is to be accomplished.
 - b. Make careful preparation.

- c. Manner of interviewer should be pleasant, friendly, and natural.
- d. Person interviewed should know what information will be required and be prepared to give it directly and clearly.

3. Social Situations

- a. Introductions—Cover the following points:
 - (1) Order of introduction
 - (2) Manner of introduction
 - (3) Correct phrases
 - (4) Response of persons being introduced
 - (5) Phrases to be avoided
 - (6) Responses to be avoided
 - (7) When to shake hands
 - (8) When to rise
 - (9) How to introduce a person to a group
 - (10) How to proceed easily from the introduction into conversation
- b. Telephone conversations
 - (1) The use of the telephone for prolonged social conversation is seldom legitimate.
 - (2) Certain formal procedures in answering the telephone would greatly increase the efficiency of conversations.
 - (3) Telephone conversation requires more careful articulation and attention than does face-to-face conversation.
 - (4) The person initiating a telephone conversation should plan his remarks carefully before calling.
 - (5) The use of "thank you" and "you're welcome" in telephone conversation is one way to smile.
 - (6) It is always a mistake to shout.
 - (7) We should speak directly into the transmitter.
- c. Others
 - (1) Giving directions
 - (2) Business conversation
 - (3) "Across the back fence" conversation

V. PUPIL EXPERIENCES AND ACTIVITIES:

- A. Have the students list good topics for conversation.
- B. Have each student bring to class, to be read aloud, the best conversation

that he has found in his reading recently.

- C. Divide the class into groups for practice in specific conversational situations.
- D. Have each student report to the class on a conversation in which he participated.
- E. Have the students study rules of etiquette for conversational purposes.
- F. Suggest specific exercises as: a girl greets her date at the door, and presents him to her parents. Your mother visits you at school, and you present your teachers to her. Have students present as many various pairs of people as needed to develop ease and poise in introductions.
- G. Form a panel of eight or ten members to challenge the class to present to them accepted rules of etiquette which they are unable to explain.
- H. Secure circulars from the telephone company on telephone etiquette.
- I. Form the class into pairs of students. Each pair will prepare and conduct a telephone conversation before the class.
- J. Hold supervised interviews between students.
- K. Have students interview, under proper guidance, a member of the school faculty, or someone in their chosen field.
- L. Have students observe and evaluate television programs in which well-educated persons converse about subjects of general interest.
- M. Have the class draw up a "Code for Using the Telephone" which combines courtesy and efficiency.
- N. Have the class draw up a list of ways to become better conversationalists.
- O. Tape several of the best class conversations and interviews. Have the class listen to them and evaluate them.
- P. Show one or more films: *Speech: Conversation*, 11 min., Young America Films; *Ways to Better Conversation*, 10 min., Coronet; *Telephone Courtesy*, 25 min., *Thanks for Listening*, 30 min., both Bell Telephone Company.

VI. EVALUATION AND TESTING:

The speech teacher's major objective as an evaluator is to promote the growth of the student whose work he appraises.

Every teacher should use only those measurement procedures consistent with his instructional methods and objectives, and only those which he can find time to prepare, administer, interpret, and actually use for the betterment of his own teaching. Diagnosis, appraisal, and criticism are a continuous process for the speech teacher.

Most students consider the speech teacher an official critic and look to him for help in achieving their goals. No one rule will reach all, but as universal a rule as any is to begin criticism by discussing the good points of the performance. However, it is more important to study the person being criticized than it is his performance.

The speech teacher is confronted with the necessity for making two types of judgment: (1) Judgments about the personality needs and speech potentialities of the speaker, and (2) judgments about the absolute worth of a particular speaking performance.

VII. SUGGESTED METHODS OF CRITICISM:

- A. Offer comments after each performance. This is the best procedure, though the most time-consuming.
- B. Wait until all students have performed, then discuss all of them in one session of ten or fifteen minutes. This procedure gives opportunity for comparisons and contrasts.
- C. Criticize after each second or third performance, thus breaking the time into several divisions.
- D. Assign student critics to look for specified points and after a series of performances, invite them to make short talks of appraisal.
- E. Take notes on each performance, and at the end of the class, give each student his card of notes.
- F. Ask each student to write a comment about each other student. Collect them at the end of class and distribute them.
- G. Call each student in for a conference.

* * *

UNIT IV VOICE AND DICTION

Time: Two weeks

- I. INTRODUCTION: The sound of the voice has a strong bearing upon the reactions and emotions of those who hear it. It is

felt to be an expression of the personality itself; and, as such, becomes highly important in personal relationships as well as in the relationship of speaker to audience.

Since the use of the voice is a skill, learned in childhood, chiefly through imitation and trial and error, the results are miscellaneous. It would follow, however, that with a normal mechanism, any voice through proper training can become pleasing and effective.

II. OBJECTIVES:

A. General:

To develop a pleasant voice which is subject to effective control and which will be sensitive in its response to thought and emotion.

B. Specific:

1. To stimulate the desire for a good speaking voice.
2. To promote knowledge of the speech organs and how they function.
3. To establish correct and effective voice habits.

III. APPROACH: In accomplishing the aims of voice training, emphasis, as far as possible, should be placed upon the personal. The end to be accomplished is that each student shall achieve his own optimum voice, rather than an imitation of other voices. Thus, as ear training becomes an important factor, it is to develop discrimination rather than imitation.

A discussion of the basic requirements for the production of good tone provides a basis upon which to introduce demonstrations, exercises and drills. Diagnostic testing and voice recordings will serve as a guide to the teacher and a motivation to the student. Standards can then be set toward which the student is to work. It is important that emphasis be placed upon the positive instead of upon shortcomings, and enthusiasm is important. A simple form should be provided whereby the student can keep a home record of his practice.

Since voice training can best be served by frequent and short periods of drill, this unit may be run along with the others by covering theory and diagnosis in one week, and providing a short space for voice drill on certain days each week for the remainder of the semester.

IV. ORGANIZATION AND CONTENT:

A. Appreciation of the values of a good speaking voice.

B. Adjustments necessary to good voice production.

1. Breathing

- a. The mechanism
- b. The breathing process
- c. Goals
 - (1) Adequate breath supply
 - (2) Controlled use co-ordinated with speaking
 - (3) An effortless and inconspicuous renewal
 - (4) A constant reserve of air
- d. Problems
 - (1) Breathlessness
 - (2) Breathiness
 - (3) Audible breathing
 - (4) Failure to maintain phonation

2. Phonation

- a. The mechanism
- b. The process
- c. Goals
 - (1) Ease of production
 - (2) Musical note
 - (3) Clarity of note
 - (4) Adequate range
 - (5) Flexibility
- d. Problems
 - (1) Hyper-tension
 - (2) Hypo-tension

3. Resonance

- a. Resonators
- b. Process of resonance
- c. Goals
 - (1) Balanced use of resonators
 - (2) Adequacy
- d. Problems
 - (1) Muffled tone
 - (2) Nasality
 - (3) Denasality
 - (4) Stridency

4. Articulation and pronunciation

- a. Organs of articulation
- b. Elements of sound: vowels, consonants, diphthongs
- c. Pronunciation
 - (1) Diacritical marks or phonetic symbols
 - (2) Syllabication
 - (3) Stress

- d. Goals
 - (1) Accuracy in the formation of sounds
 - (2) Clarity of utterance
 - (3) Correct pronunciation

- e. Problems
 - (1) Sound omissions
 - (2) Sound substitutions
 - (3) Sound additions
 - (4) Sound inversions
 - (5) Misplaced accents
 - (6) Slovenliness

- D. Characteristics of voice
 - 1. Quality
 - 2. Pitch
 - 3. Rate
 - 4. Force

V. PUPIL EXPERIENCES AND ACTIVITIES:

- A. Viewing and discussing films on voice production.
- B. Drills designed to accomplish the ends set out under goals.
- C. Listen to voice recordings, giving attention to the differences of voices.
- D. Make recordings.

VI. EVALUATION AND TESTING:

- A. Purposes
 - 1. Analysis of voice needs and merits
 - 2. Testing progress and achievement
- B. Methods
 - 1. Judgment based on observation
 - 2. Diagnostic tests
 - 3. Individual evaluation sheets
 - 4. Subject matter tests
 - 5. Comparison of the recording made by the student at the end of the semester to that made at the beginning.

* * *

UNIT V

LISTENING AND SPEAKER-AUDIENCE RELATIONSHIPS

Time: One Week

- I. INTRODUCTION: Listening has gained a place of its own in the enumeration of the Communication Skills, providing a fourth member to the reading-writing-speaking trivium. Whether students realize it or not, they spend, on the average, 45% of their communicative time listening, as compared to 9% writing, 16% reading and 30% speak-

ing. Developing effective listening habits will help students in their class work and in their speaking, as well as bring them happiness and success in later life. A good citizen is a good listener. The extensive use of the telephone, movies, radio and television have amplified this importance. Our democratic form of government is based upon a well-informed public. After high school many students will seek some specialized training. Whether this training is in college, vocational or training schools, lectures (listening) make up the greater part of classes. Modern entertainment depends upon a variety of good listening habits. Many jobs and positions depend quite heavily upon effective listening.

This unit is based upon the following five assumptions of listening instruction:

1. Listening is a very significant medium of learning.
2. Listening can be improved by training.
3. Speech and English teachers are chiefly responsible for training in listening.
4. Instruction in reading does not provide adequate training in listening.
5. The most elementary need for listening is efficient listening to instructive speech.

II. OBJECTIVES:

A. General

The broad objective of the unit is to prepare the student for effective listening in any speaking situation.

B. Specific

1. To develop a respect for listening as a medium of learning.
2. To gain an appreciation of the role of the listener in contributing to the speaking situation.
3. To work toward the elimination of poor listening habits already acquired.
4. To develop the basic skills, concepts and attitudes essential to good listening habits.
5. To give the student experience in listening to informative speech by coordinating specific listening assignments with related assignments in speech, reading and writing.

III. APPROACH: There are numerous ways and methods to introduce a unit in listening.

- A. The listener, not the speaker, is pri-

marily responsible for any learning which may take place.

- B. A speaker's point must be fully understood before it can be accurately judged.
- C. Sustained attention to oral discourse depends upon the listener's continual mental manipulation of its content.
- D. Good listening habits help one to explore the social world, secure new information, and discover new interests.

IV. ORGANIZATION AND CONTENT:

There are many aspects of listening with which the teacher can become involved. The following areas are included because it is felt they are basic to all listening improvement. Each teacher should feel free to adapt and develop the information (content) to fit his or her individual class needs. The outline can be used in the sequence provided, or may be adapted.

A. The nature of listening.

- 1. Listening and hearing are not identical.
 - a. Hearing is the physical perception of sound.
 - b. Listening is the attachment of meaning to aural symbols perceived.
- 2. Effective listening is an active, not a passive process.

B. Types of listening.

- 1. Appreciative listening
 - a. It can increase our enjoyment of life.
 - b. It can enlarge our experience.
 - c. It can expand the range of what we enjoy.
 - d. It can improve our use of language.
 - e. It can decrease the tension of daily life.
- 2. Informative listening.
 - a. It is listening for an answer to a definite problem or question.
 - b. It is listening for directions.
 - c. It is listening for news of current or past interest.
 - d. It is listening to the opinions and views of others.
 - e. It is listening for general information.
- 3. Critical listening.
 - a. It makes us aware of prejudice in ourselves and others.

b. It makes us judge on the basis of facts and information, rather than emotions and falsehoods.

c. It counteracts the danger of propaganda by making us aware of the methods of the propagandist:

- (1) Name calling
- (2) Glittering generalities
- (3) Transfer
- (4) Testimonial
- (5) Plain folks
- (6) Card stacking
- (7) Band wagon

d. It makes us ask questions to test statements:

- (1) What is the date and origin of the evidence?
- (2) What is the competency of the source?
- (3) Is the source neutral and unprejudiced?

C. Methods of listening.

- 1. Exploratory listening
- 2. Listening casually
- 3. Listening in a purely aesthetic situation
- 4. Listening to obtain an answer.
- 5. Listening intently for specific, detailed, and exact information.

D. Utilizing the difference between speech speed and thought speed.

- 1. Concentration is the primary skill to make the best use of this time.
- 2. Four techniques to help you concentrate are:
 - a. Anticipation of the speaker's next point.
 - b. Identifying the kinds of supporting or developmental materials.
 - c. Recapitulating what has been covered.
 - d. Searching for hidden meanings.
- 3. "Structuralizing" the speech also helps utilize this difference.
 - a. Each speech as a specific purpose; that purpose should be identified.
 - b. The general structure of the organized speech is: introduction, thesis, body, and conclusion.
- 4. Taking notes often assists the student to listen effectively.

a. Suggestions for taking notes properly include:

- (1) Have pencil or pen and notebook ready when the speaker begins.
- (2) Do not try to make a full word-by-word record of any considerable part of the speech.
- (3) Be especially on the alert for points which the speaker himself emphasizes.
When the speaker has finished the discussion of one point, watch carefully for what he says concerning his next point.
- (5) It is usually more helpful to put down a striking phrase than it is to write out a complete sentence.

b. Suggestions for making *permanent* notes:

- (1) State in one concise sentence the speaker's purpose.
- (2) Underline in the preliminary notes those words and phrases which seem to mark the main ideas in the speech.
- (3) Phrase each of these main ideas as effectively as possible in a complete sentence.
- (4) Under each main idea place the supporting materials—illustrations, examples, etc.
- (5) Write a paragraph which combines what you are already familiar with what the speaker told you.

E. Ineffective listening habits.

1. Calling the subject uninteresting.
2. Criticizing the speaker's delivery.
3. Getting over-stimulated by some point within the speech.
4. Listening only for facts.
5. Trying to take all notes in outline form.
6. Faking attention to the speaker
7. Tolerating or creating distractions
8. Avoiding difficult expository material
9. Letting emotion-laden words arouse personal antagonism
10. Wasting the advantage of thought speed over speech speed.

V. PUPIL EXPERIENCES AND ACTIVITIES:

- A. Have students formulate and/or complete an "analysis of your bad listening habits" chart. Discuss the results and discover individual needs and difficulties.
- B. Play a recording of a poorly organized and presented speech. After listening to the speech ask the class to write the central idea, etc. Discuss why this is difficult. Replay the recording afterwards to re-enforce the point.
- C. Have the students give examples from their own experience to prove that we usually hear what we want to hear.
- D. In relation to the out-of-class experiences, have each student fill out a "self-analysis of listening behavior" based on poor listening habits discussed in class.
- E. Appoint three or four students to prepare short, simple sets of directions or recipes for making or assembling something or for going somewhere. After each short speech, call on class members to explain in their own words.
- F. Regular class speeches are assigned. During the presentation of different ones, interruptions are made to have different class members:
 1. Anticipate the next point of the speaker.
 2. Write out the main points already covered.
 3. Write out any hidden meanings they find.
 4. Evaluate types of support used by speaker.
 5. Indicate what they think the central idea to be.
 6. Turn in notes taken so far.
- G. Have students prepare short quizzes covering main points, supports used, etc. of their speeches. After speech give quiz to class members. Results will reveal listening faults of listeners and help the speaker to do a better job, too.
- H. Especially valuable to both the speaker and listener, after a number of speeches have been presented, is an oral discussion and critical evaluation of the best stated points of view.

I. Utilize such programs as "Town Meeting of the Air," "Northwestern University Reviewing Stand" etc. With these you might have the students summarize speaker's main points, give examples of bias or prejudice, fallacies, hasty generalizations, new or unusual words, etc.

J. Read a poem to the class, preceding it with facts of the life of the writer that have no bearing on the poem's content. Have the class summarize the content of the poem. Check them on their ability to give content of poem rather than factual information about author's life.

VI. EVALUATION AND TESTING:

To evaluate the success with which the students have achieved the objectives of the unit, the instructor should note improvement in each student's listening. This could be done in the following manner:

- A. Notice signs of improved listening in the speech classroom.
- B. Evaluate the listening exercises used in the unit.
- C. Use a standardized test and compare results with the score on the pre-unit test.
- D. Check to see if students are using good listening techniques in other classes.
- E. Read a paragraph from almost any source. Ask your students to take notes and hand them in. Check carefully.
- F. Give a test covering the "subject-matter" of listening.

UNIT VI

PREPARATION AND DELIVERY OF TALKS

Time: Three weeks

I. INTRODUCTION: In our highly organized society, it is reasonable to expect that numerous occasions will arise in most lifetimes when addressing an audience becomes a civic or social obligation which may not be avoided and should be welcomed. Every high school pupil has a right to be trained to meet these opportunities in such a way that his chances for advancement are enhanced.

II. OBJECTIVES:

A. General

To equip the pupil with a specific technique for assembling, organizing, and presenting material so that both he and his audience may enjoy his performance.

B. Specific

1. To eliminate fear of a speech situation.
2. To convince the pupil that there is a definite technique for speech making developed over a period of several thousand years.
3. To convince the pupil that, no matter how short or casual a speech may seem, real preparation is required.
4. To convince the pupil that to produce and manage ideas requires a disciplined mind.
5. To teach the pupil that written and spoken English are very different and that a speech must convey the sincerity, honesty, and enthusiasm of the speaker to his audience with spontaneity.
6. To develop a system of sentence outlining which will enable the pupil to organize material quickly, logically, and effectively.

III. APPROACH: Stress is placed upon the usefulness of the skills to be developed and the number and type of occasions for which the skills will be needed. The students may be encouraged to tell times in their lives when they have been or may be called upon to speak.

IV. ORGANIZATION AND CONTENT:

A. Value of public speaking

1. Influence upon the audience
2. Influence upon the speaker
 - a. Personality development
 - b. Opportunities for leadership
 - c. Opportunities for advancement
 - d. Opportunities for service

B. Preparations for speaking

1. Selecting a subject
 - a. Appropriateness to audience
 - b. Adaptability to time limit
2. Determination of purpose
 - a. To entertain or interest
 - b. To explain or inform
 - c. To convince or stimulate
 - d. To persuade or arouse to action

3. Research for material
 - a. Possible reliable sources
 - b. Note taking on cards
 - c. Filing
 4. Divisions of outline
 - a. Introduction
 - b. Body
 - c. Conclusion
 5. Sentence outlining
 6. Rehearsal of delivery
- C. Types of public speaking
1. Impromptu speech situations
 2. Extempore speeches
 - a. Anecdotes
 - b. Explanations using visual aids
 - c. Informative talks
 - d. Talks which convince or stimulate
 - e. Persuasive or selling talks
 - f. Speeches for special occasions
 3. Memorized speeches (not advisable for high school pupils)

V. PUPIL EXPERIENCES AND ACTIVITIES:

- A. Preparation and submission of a sentence outline at least two days before each assignment is due.
- B. Assignments
 1. A speech to explain with visual aids to be used as a first assignment because the natural movement needed for demonstrating tends to overcome fear and give the pupil a feeling of security as he discusses his hobby.
 2. A speech to entertain using a personal experience such as a most embarrassing moment.
 3. A speech to convince or stimulate requiring reliable proof or support material.
 4. A speech to persuade followed by a heckling period to enable the pupil to support his points under pressure and receive two grades for the assignment.
 5. Speeches for special occasions, using a different kind of speech for each pupil.
 6. Impromptu speeches for which the pupil draws a subject and tests his ability to organize material on the spur of the moment.
 7. A final examination speech assigned well in advance and requiring

ing a great deal of research, note cards properly filled, a noun topic outline, a sentence outline, and a biography.

VI. EVALUATION AND TESTING:

- A. Selection by each pupil of another member of the class to act as his official commentator and supply him with written comments about each performance.
- B. Careful grading of outlines and notebook by the teacher.
- C. The final examination speech.
- D. The record sheet kept by the teacher for each pupil so that improvement and problems still existing are evident at a glance.

UNIT VII

PARLIAMENTARY PROCEDURE

Time: Two Weeks

- I. INTRODUCTION: Parliamentary procedure (or practice or law) is the term applied to those rules in accordance with which an organization carries on its business in an orderly and democratic fashion.

The American citizen belongs to many clubs and organizations. These include church groups, service clubs, trade organizations, social clubs, and veterans' associations. To be a good member one must have an understanding of the accepted manner of procedure in conducting business.

The best method of learning parliamentary procedure is through practice—and more practice. Repetition will prove more interesting and more effective than deliberate memorization, and should bring satisfactory results if you offer procedures in an order of increasing difficulty and will emphasize only a few points at a time.

II. OBJECTIVES:

A. General

The broad objective of the unit is to prepare the student to conduct himself effectively and intelligently during the business meeting of clubs and organizations to which he belongs.

B. Specific

1. The student should have an un-

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derstanding of the purpose and principles of parliamentary law.

2. The student should know the order in which business is conducted.
3. The student should understand the reason for motion precedence and be familiar with the more common motions.
4. The student should know the principles and methods of voting.
5. The student should be familiar with the typical club constitution and by-laws.
6. The student should learn the proper way to introduce business.
7. The student should learn to speak from the floor in an effective manner.
8. The student should learn to act satisfactorily as the chairman of a committee or assembly.
9. The student should know how to cooperate with other committee and assembly members.

III. APPROACH: Sometime before the unit is to be introduced, have the class focus their attention on clubs and organizations they belong to, and to the methods used to conduct business. Have them be ready to report on their reactions. If it seems feasible, have class members accompany their parents to meetings to study how the business is transacted. Actual unit work will begin with a discussion of the trips (or meetings attended) which the students have made in relation to actually carrying on a meeting.

IV. ORGANIZATION AND CONTENT:

A. Fundamental principles of parliamentary law:

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition considered for presentation is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out, and the right of the minority must be preserved.
5. The personality and desires of each member must be merged into the larger unit of the organization.

B. Order of business

C. Procedure for introducing business

D. Motion classification and precedence

E. Voting

1. A quorum: the number of members of an organization necessary to transact legitimate business. If the constitution does not specify what constitutes a quorum, it is always a majority of the membership.
2. Methods of voting
 - a. Open ballot: aye or no; show hands; standing
 - b. Closed ballot: written on slips of paper
 - c. General consent: no objection from assembly
3. Voting definitions
 - a. Majority vote: one more than half of the votes cast.
 - b. Two-thirds vote: requires two-thirds of the votes cast; not two-thirds of the members present.
 - c. Plurality vote: one candidate receives more votes than any other one.

F. Committees

1. May be appointed by the chairman or elected by the assembly.
2. Suggestions for committee operations:
 - a. If no chairman has been designated, elect one immediately at first meeting.
 - b. Take notes on the committee's progress.
 - c. Keep meeting quite informal; chairman should take full part in the discussion.
 - d. When ready to submit a report, draft it so it will be easily understood by the larger group.

G. Chairman and secretary

1. Chairman

- a. Always prepare before the meeting:
 - (1) Determine the purpose of the meeting
 - (2) Know the program order, or order of business
 - (3) Make a time schedule and follow it

- (4) Prepare remarks to be made concerning business or speakers
 - (5) Start the meeting on time and close on time
 - b. Maintain order with tact and diplomacy.
 - c. Be impartial in all that is said or done.
 - d. See that every member has an equal chance to participate in discussion.
 - e. Vote only when a tie is to be broken or if voting is by ballot.
 - f. Give over temporarily his functions as presiding officer and call someone else to take the chair, if he desires to take part in the debate.
2. Secretary
- a. His primary responsibility is to keep the minutes—an impartial record of the things that took place during a meeting.
 - (1) Minutes should always be dated and signed by the secretary, and date they are approved should be added.
 - (2) Clarity, neatness, and grammatical correctness are desirable.
 - b. The secretary's minutes should include:
 - (1) All resolutions or motions, whether passed or not.
 - (2) All committee reports.
 - (3) Any matter which in his judgment may in the future be helpful in showing what was done in that particular meeting.

H. Constitutions and By-Laws:

1. Constitution—describes the government of an organization and is its lawful foundation. It tells how rules are to be made and how officers are to be chosen. It gives information about the following.
 - a. Name of organization.
 - b. Organization object or purpose.
 - c. Membership.
 - d. Officers.
 - e. Meetings.
 - f. Quorum.
 - g. Amendments.
2. By-Laws—contain rules governing the action of members, and details which may be changed without affecting the constitution. This section gives information concerning the following:
 - a. Dues.
 - b. Duties of officers.
 - c. Committees.
 - d. Meetings.
 - e. Plan of work.
 - f. Parliamentary authority to use.

V. PUPIL EXPERIENCES AND ACTIVITIES:

The following activities can be used successfully to help the student understand the value and use of parliamentary procedure:

- A. Organize the class into demonstration teams of five or six members each. Let each team demonstrate different parliamentary procedures to the rest of the class. Suggested team assignments might include:

Team A—Demonstrate the opening of a meeting, the taking up of new business, the making and seconding of a motion, the orderly discussion of that motion and its disposal by voting.

Team B—Demonstrate the making of a motion, the amending of an amendment, and the orderly disposal of each action.

Team C—Demonstrate the making of a motion, the amending of the motion, the referring of a motion to a special committee, and the tabling of a motion.

- B. Make extensive use of mock meetings which include a chairman, secretary and members. Instructor should stop the proceedings when necessary to make a point or clear up a misunderstanding. The roles of chairman and secretary should be rotated frequently to give as many persons as possible the practice.

- C. Have students attend a meeting of some organization in the school or community which purports to follow parliamentary procedure. Prepare an oral or written report on the effectiveness of the group's procedures.

- D. Have the class as an organized group drill on the following motions:
1. Debatable motions.

2. Non-debatable motions.
 3. Motion of the previous question.
 4. Motion to amend.
 5. Motion to reconsider.
- E. After a basic understanding is acquired, let the class attempt to confuse the chairman as to the best form of practice, the proper courtesies to be used, and the rank of motions. If the meeting becomes a parliamentary tangle, select another chairman.
- F. Refer to various committees different types of resolutions such as (1) petition to the school board; (2) a thank-you to the PTA, etc. The committees will consider the proper form for these resolutions and will then present them to the class for adoption, amendment, or rejection.
- G. Use appropriate films to illustrate proper procedure.

VI. EVALUATION AND TESTING:

The evaluation of progress in this unit can best be made by two methods: subjectively through observation of classroom activities, and objectively through a specific test over subject-matter content.

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UNIT VIII

ORAL READING AND INTERPRETATION

Time: Three Weeks

I. INTRODUCTION:

- A. Definition of this type of speech activity: Oral Interpretation is the translation of the symbols found on the printed page into living thoughts and emotions by the voice and actions of the reader. The necessary understanding of the meaning is reached through careful study of the selection itself and the author's background. The aim of reading is to share with the hearers the true meaning of the selection.
- B. Justification for its inclusion in the course: Oral Interpretation is included in the course in Speech because this type of speech:
 1. Improves the basic skills of oral reading.

2. Broadens and enriches the pupils' understanding and appreciation of life, literature, people, and nature.
3. Stimulates and develops a responsiveness of body and voice, which contributes to the social effectiveness of the reader in life's activities in which speech plays a part.
4. Builds a vocabulary.
5. Encourages social participation and confidence and develops poise.

II. OBJECTIVES:

A. General

1. To develop a deeper and keener appreciation of literature.
2. To develop the ability to get meaning from the printed page.
3. To develop skill in imparting meaning to listeners.

B. Specific

1. Increased poise.
2. Training in the selection of suitable material.
3. Improvement of pronunciation, enunciation, and diction.
4. Improvement of the skills of oral reading and story telling.
5. Improvement in the use of emphasis, inflection, and phrasing as tools of interpretation.
6. Development of control of the outward manifestations of self-consciousness.
7. Improvement in the ability to listen.
8. Progress in development of emotional responsiveness.

III. APPROACH:

- A. Class discussion of the nature of oral interpretation.
- B. Discussion of the value and use of reading aloud.

IV. ORGANIZATION, CONTENT AND AIDS:

A. Developing the unit

1. Forms of literature.
2. Selection of the material.
3. Analysis of the material and the use of the check sheet.
4. Interpretation of emotion.

5. Uses and interpretation of imagery.
6. Methods of interpretation.

B. Culminating the unit—three rounds

1. Round emphasizing "central thought"
 - a. Discussion of criteria
 - b. Round of readings
 - c. Evaluation and criticism
2. Round emphasizing "emotional quality"
 - a. Discussion of criteria
 - b. Round of readings
 - c. Evaluation and criticism
3. Round emphasizing "imagery and methods of interpretation"
 - a. Discussion of criteria
 - b. Round of readings
 - c. Evaluation and criticism

C. Apparatus

1. Tape recorder
2. Record player
3. Radio (T.V.)
4. Movie projector
5. Movable armchairs and tables
6. Lectern

D. Audio-Visual Aids

1. Films
 - a. *How to Read Poetry Aloud*, Coronet—10 min.
 - b. *Let's Read Poetry*, Bailey Film Co.—10 min.
2. Recordings—Consult catalogues.

V. PUPIL EXPERIENCES:

A. Introducing the Unit.

1. Hold a class discussion about oral interpretation. Discuss the difference between speaking and oral reading.
2. Have the class cite instances where oral interpretation could be used in every-day life.
3. Bring in recordings of the various types of prose and poetry read by trained interpreters and play them for the class. Each recording is to be followed by a class discussion as to why the class did or did not like the reading.
Examples:
 - a. Norman Corwin—"Sea Fever" by Masfield.
 - b. Basil Jacob Niles—"Barbara Allen"

c. Great Gildersleeve—"Little Bo Peep"

4. Have each member of the class bring a piece of prose or poetry lasting two or three minutes to be read to the class.
 5. Have a guest reader from the city, if there is one available, read for the class, or play recordings of previous student readers.
 7. Discuss the ways in which oral interpretation will help each individual personally.
 8. Begin a discussion of where materials can be found; emphasize that books that have been read and enjoyed previously are a good source. Emphasis should be placed on the literature usually included in readings of English classes.
- ##### B. Developing the Unit.
1. Have a class discussion of the various forms of literature. Have suggestions from class written on the board by a student.
 2. Hand out to the class a list and example of each form and have them bring in additional samples.
 3. It may be desirable to begin the unit with a study of interpretation of prose rather than poetry. If this is done, a lesson in cutting and adapting will be needed.
 4. Have the class suggest various sources of material, i.e. school library, home library, etc.
 5. Have a student write the suggestions on the board.
 6. The teacher may pass out a mimeographed sheet of source material and discuss the various values of each one.
 7. Pass out a sample outline and go through the entire analysis of a selection chosen by the teacher and also accessible to the students.
 8. Pass out a mimeographed sheet with excerpts from various selections and have the students determine the central thought, dominant mood, and climax of each selection.
 9. Give the students some examples of precis writing and then have them practice on two or three selec-

tions. Have them turn these in or read them to the class.

10. Give the students a mimeographed sheet of various selections and have them identify the mood.
11. Have each student bring to class an example and tell what mood is portrayed.
12. Play an appropriate musical recording as background for reading, or ask students to select a recording for their own reading and present it as "mood music" with their reading.
13. Have the class suggest the various poetic devices that could be used.
14. Pass out a sheet with the poetic devices listed with examples and discuss them.
15. Pass out a sheet with the figures of speech listed and explained and discuss them with the students.
16. Have each student bring in three selections which are good examples of the use of imagery in preparation for the round in imagery.
17. Have the students give suggestions as to the various methods of interpretation.
18. Have the students go to a nearby elementary school and read for the children.
19. Have a tape recording made of the best readings to be used at a future date.
20. Have the students read for the various city clubs, P.T.A., etc.
21. Have the students read for a school assembly.
22. Read some poems together in a choral reading situation.

VI. EVALUATION AND TESTING:

- A. Class discussion
- B. Instructor's criticism
- C. Rating sheets
- D. Recordings

UNIT IX

DISCUSSION

Time: Three Weeks

- I. INTRODUCTION: The following unit is intended to provide an introduction to basic discussion philosophy and techniques

for the average secondary school student. It is not intended to provide an experience in every form of discussion or opportunity for mastery of any one form. It is rather the sort of starting point which is essential in any basic course.

II. OBJECTIVES:

A. General:

To provide the student with a laboratory for gaining familiarity with the basic concepts of good group interaction based on effective oral communication.

B. Specific:

1. The development of sensitivity on the part of the student with respect to personal interaction in a group discussion.
2. The development of the student's ability to:
 - a. Prepare for effective group discussion.
 - b. Recognize various types of group discussion.
 - c. Participate as an effective member of a group discussion.
 - d. Exercise leadership as a member or chairman of a group discussion.
 - e. Participate in problem-solving on a democratic basis.
 - f. Speak in a direct and conversational manner.
 - g. Evaluate the group discussion presented.

- III. APPROACH: A suggested approach might well be the establishment by the class, perhaps as a result of a teacher-guided informal discussion, of an accurate definition of a group discussion. Such a definition should establish the concept of a discussion group as the traditional "two or more persons, listening and speaking intermittently, thinking interactively, and working cooperatively on a common subject or problem."

The complementary nature of discussion and debate, one as cooperative investigation, the other as persuasion or advocacy, will probably need to be established. Logical considerations aside, this process will probably be necessary in order to correct previously formed student impressions of discussion as a type of informal debate activity consisting of a panel of individuals divided into "pros"

and "cons." Other erroneous impressions of the nature of discussion may be present in the class as a result of such radio and television programs as "Twenty Questions" or other quiz panels, "Face the Nation" and "America's Town Meeting of the Air," all of which are referred to as "discussions" at times by their moderators and, alas, in some texts.

IV. ORGANIZATION AND CONTENT

A. The definition of group discussion

1. Restatement of the (approach) concept of "two or more persons, etc."
 - a. Contrasted with informal conversation
 - b. Contrasted with set platform speaking
 - c. Contrasted with debating

B. The nature of group discussion and the forms it commonly takes

1. Investigative and opinion-sharing groups working cooperatively
 - a. To pool information (as in a committee reporting existing conditions)
 - b. To consider and modify the opinions of the group members (as in a group meeting to share intelligence on a subject rather than to take action)
2. Problem-solving group discussion
 - a. To recommend a policy to be adopted (as in the work of a committee charged with the task of making recommendations on a problem to the full group)
 - b. To fix action (as in a case conference such as a student government judicial group might have)
3. Most common types of group discussion
 - a. The committee or panel
 - b. The round-table group
 - c. The symposium
 - d. The forum as a method of audience participation in any group discussion

C. Preparing to participate in group discussion

1. Selecting the topic (criteria)
 - a. Is it of general and current interest to the group?
 - b. Are research materials available on the topic?

c. Can it be profitably discussed within the time allotted to the group?

2. Phrasing the topic (criteria)

- a. Can it be phrased as a question?
- b. Can a "yes" or "no" answer be avoided by the phrasing of the question?
- c. Have ambiguous or loaded terms been eliminated from the question?
- d. If the question proceeds from a basic assumption (for example: What can be done to make fraternities improve their membership selection policies?) do the members of the discussion group accept that assumption? (In the above example, one basic assumption would be that there is a need for improvement.)

3. Participating in planning and research

- a. The pre-research planning meeting
 - (1) Selection of chairman, or leader, or fixing of leadership rotation
 - (2) Division of labor on areas of research, if called for by the nature of the topic.
- b. Reading and observing for use as a panel member
- c. The post-research planning meeting
 - (1) For purposes of establishing group agenda.
 - (2) But *not* for rehearsing the discussion

D. Participating in group discussion

1. Gaining familiarity with the "reflective thought process."
 - a. Methods of defining and locating a subject or problem
 - b. Methods of analyzing the causes of a problem
 - c. Establishing criteria for solution
 - d. Posing possible solutions
 - e. Weighing and testing solutions
 - f. Choosing the best solution, and fixing responsibility for action when necessary.
2. Attitudes and skills to be developed by each student
 - a. A desire to help other members of the group form ideas

- b. A willingness to admit his own errors and to credit the contributions of others
 - c. A willingness to answer the questions of others directly
 - d. The ability to present his own contributions directly, conversationally, concisely, and in a friendly spirit
 - e. The ability to stick to the subject
 - f. Consideration for the rights of the other group members to their fair share of discussion of time
 - g. The ability to use facts and other information in an objective manner
 - h. The ability to participate in critical examination of contributions made by himself and others
 - 1. The ability to exercise leadership in the group whenever necessary
 - j. The willingness to follow the leadership of the group moderator or chairman
 - k. The willingness to change his opinion when such a change is justified
 - 1. In a problem-solving discussion, the desire to work toward a consensus or a solution which is acceptable to as many of the group members as possible.
- E. Leading a group discussion: Special techniques for the chairman or moderator to develop
- 1. The ability to keep the group on the track of the discussion
 - a. Use of leading questions
 - b. Use of frequent and concise summaries
 - 2. The ability to keep the group moving toward a consensus or solution in problem-solving discussion
 - a. Assisting the group to allocate its time spent in discussing a single point
 - b. Skill in using transition statements
 - c. Skill in resolving disagreements or conflicts in the group without being dictatorial or loss of fairness or objectivity of an impartial leader

- 3. The ability to present the final summary or report of the opinions or recommendations for action accepted by the group in an accurate, impartial, concise, and effective manner.

V. PUPIL EXPERIENCES AND ACTIVITIES:

- A. Start with group discussion as an informal opinion sharing experience on common topics of interest to teenagers (such as "Interesting Problems in Double Dating," "Part-Time Jobs," etc.)
- 1. Concentrate attention of the group on development of those items listed under D-2 and E-1, 2, and 3 of the Organization and Content section of this unit.
 - 2. In the post-discussion evaluation, lead the class to a consideration of the possible reorganization of the discussion to fit the more formal problem-solving reflective thought sequence.
 - 3. Discuss with the class the difference in approach between such informal, impromptu discussions and the following experiences which are based on research by the group members.
- B. The second group discussion experience should utilize planning sessions, agenda based on the reflective thought sequence, and organization of work with some depth of research on similar topics. In this case, however, some role-playing may be added for variety. For example: The group might be instructed to consider itself a special committee of the student council, or some other youth organization, appointed to solve a typical school problem such as "What Can We Suggest to Improve Student Support of Council-Sponsored Social Events?" etc.
- 1. Care should be taken to encourage the students to select problem areas which actually exist in the school, and yet which have not been worn threadbare by previous discussion.
 - 2. A premium should be put on such research activities as the interviewing of those in positions of authority, both students and faculty, and the use of library resource materials which are usually available.

3. The planning of a forum period, and the rules for conducting such a session, should be included in the preparation for this experience. Such a feature usually adds more class participation in terms of listener involvement of non-panel members.
 4. Post-discussion evaluation should include the criteria established for the first group experience but be expanded to cover the other items included in the Organization and Content section of this unit. (No material was included relative to the forum procedure, since this is an optional subject governed by the availability of course time. Almost any text dealing with discussion and/or parliamentary procedure is an adequate source of suggestions for forum procedure if the instructor is unfamiliar with the techniques.)
 5. An experience in serving as a chairman or leader can be provided for each panel member if rotation of the leadership function is established on a time basis (for example, 5-10 minutes per experience). It is, of course, preferable to have sufficient group discussion experiences available to permit each pupil a full-length opportunity to serve as discussion leader or chairman. If six weeks are allotted for group discussion, this is feasible.
- C. The third group discussion experience should be a formal problem-solving panel which emphasizes mastery of the reflective thought pattern of organization on a topic which is considerably more complex than that used for the first and second experiences. Topics related to current national or international events, or those with a direct relationship to advanced work in social studies are quite usable for this project. At this point, material can be utilized from those sources used by students involved in inter-scholastic competitive speech activities. Usually the local or state speech league will assist those instructors whose schools do not participate in these activities to become familiar with the available materials.

1. Care will need to be taken in the phrasing of these topics so that they do not encompass too great an area for the time available for discussion.
 2. Mastery of the procedure of outlining the leader and group member outlines will need special emphasis in this experience.
- D. There is a host of other types of pupil experiences which can be used provided enough time is available for learning discussion in the basic speech course. Much depends on the ingenuity of the instructor in devising new experiences. Some instructors have found it profitable to utilize mock situations such as the deliberation in a jury room, labor-management controversy, community conferences, a simulated television or radio program, or the semi-dramatization of historical fiction (such as the meeting of a king's council to determine policy) as vehicles for the experience of group discussion. Others have combined discussion with parliamentary procedure (by use of the committee technique) or as an introduction to a unit in debate. We have suggested only a simple, beginning pattern of experiences which should be usable in any basic speech course, but is not intended to exclude other experiences which the instructor may wish to provide.

VI. EVALUATION AND TESTING:

- A. Rather than setting forth any dictum regarding specific testing devices or procedures, we would suggest the following broad principles respecting evaluation and testing:
1. Whenever possible, the class as a whole should be motivated to devoting some time to the establishment of procedures and criteria for the evaluation of group discussion. The criteria are, of course, suggested by the Organization and Content section of this unit.
 2. Evaluation of the discussion performance by the class rather than the instructor usually leads to better attention on the part of the class which is not immediately involved in the group discussion.

3. Evaluation forms which utilize a continuous scale with some brief space for note-taking provide for easiest interpretation and relative economy in terms of audience distraction from the group discussion.
4. The usual objective testing devices used in some other secondary school courses are not as valuable for judging growth in speech skills as the devices indicated above.
5. Careful note taking by the instructor, providing objectivity is retained, will provide a better record of growth than mathematical computations resulting in grades.
6. In terms of a final pencil and paper test, there are two types of questions which offer good indications of mastery of the theory of

group discussion organization, the following are sample questions:

- a. "Recall your last experience as a member or leader of a group discussion. Write an outline of the pattern of that discussion *but* improve the handling of the topic by utilizing the constructive criticism which your group received in the evaluation period and by means of the evaluation forms."
- b. "Below is a problem-solving panel discussion topic. Show a well-organized leader's outline might be if the subject were to be discussed with little advance notice." Topic: What Can We Do To Improve School Spirit at High School?

RECENT TRENDS IN CERTIFICATION OF HIGH SCHOOL SPEECH TEACHERS AND THE REPORT OF THE SAA COMMITTEE TO THE NORTH CENTRAL ASSOCIATION

Edited by Karl F. Robinson

INTRODUCTION

SPEECH educators face numerous problems. Some of these can be called *immediate* because of their recent origin, or because circumstances have pushed them into the spotlight. Others can be classified, at least relatively, as *long-range*, or *continuing* problems.

During the past three years the great concern over satellites and atomic weapons, has brought forth a flood of criticisms of American education. These attacks have involved speech education as well as other fields. The fears, hurt pride, and competitive drive of the American people have caused them to lash out in all directions, using our educational system as the scapegoat, in their efforts to keep pace with Russian scientific achievement. Leaders in our field have met a new set of *immediate* problems, and are using every means to preserve the distinctive, vital place of all types of speech training. Coupled with the controversy over integration of white and colored schools, these *immediate* issues have tended to divert attention from other *continuing* problems, which were in existence long before Sputniks and recent Supreme Court decisions.

One of these significant problems is the question of *standards and requirements for the certification of secondary school teachers of speech*. Progress in the

improvement of these qualifications has been slow, but steady, and has been made chiefly at the state level. This is quite natural because the passage of certification laws is basically a state function. To maintain and raise such standards has been somewhat difficult because of other long-range problems associated with teacher preparation. These include the increasing enrollment in our schools, the short teacher supply, the eternal salary question, the need for expansion in plant and equipment, and the large work load of many teachers now employed. Another problem affecting certification is the lack of knowledge of some educators regarding the nature of speech training, and their confusion in correctly identifying its relationship to English and Language Arts instruction. This causes them to misevaluate the speech teacher's job, both in the classroom and in co-curricular activities, as well as the preparation needed to train him to accomplish it effectively.

Certain agencies whose jurisdiction and function extend beyond state lines also influence standards for certification. The North Central Association of Secondary Schools and Colleges is such an organization. Among its important responsibilities is the accreditation of schools within its geographical limits. In its policies, regulations, and criteria it sets forth provisions to which it expects member schools to conform if

they are to be accredited. As a rule its regulations are compatible with those of the various states. In some instances, for example in the case of teacher certification, its criteria and recommendations, may vary somewhat, both quantitatively and/or qualitatively. Its general influence, however, has been to improve and strengthen state standards in all divisions of its work.

RECENT STATE ACTION IN TEACHER CERTIFICATION

Minnesota: (1957) Recommendations for minimal requirements:¹

- I. A teacher certified on the secondary level should have a minor in speech.
- II. To insure adequate preparation in content, skills, and methods in speech, each certified teacher should have at least 15 semester hours of work with at least one course in each of the following divisions: Fundamentals of Speech, Interpretative Reading, Dramatics, Speech Correction, and Forensics.

III. In addition, one course of at least 2 semester hours in Methods of Teaching Speech in High Schools.

Wisconsin: (1959) Recommended by the Wisconsin Speech Association and unofficially adopted by the Committee for Teacher Education Professional Standards of the State Department.²

"In order to be certified to teach Speech, one must have at least 24 semester hours of Speech."

Iowa: (1958) Combination or "package" now listed the State Department:

English 15 s. hrs; Speech 10; Journalism 10.

Iowa Council of English Teachers adopted (1958):³ 20 s. hrs. (beyond basic skills courses) in English plus 5 s. hrs. in a performance course in Speech.

"We seem to believe that it would be very difficult, if not impossible for us to recommend conscientiously a teacher of speech even

though he has completed 18 s. hrs. in speech . . . We have difficulty in preparing teachers of speech well, even though they take more than 30 s. hrs. of speech, plus a methods course in the teaching of speech and do their student teaching in speech."

Illinois: (1958) (This is not a new requirement) Majors 32 s. hrs.; minors 16 s. hrs., including a methods course and student teaching.

RECENT ACTION BY NATIONAL ORGANIZATIONS

Speech Association of America (Recommended minimal requirements by the Certification Committee of the Secondary School Interest Group, Evelyn Konigsberg, chairman, December, 1958. Has not yet passed the Legislative Assembly.)

- I. A teacher certified on the secondary level should be a graduate of an institution which offers at least a minor in speech. for provisional or temporary or "second field" certification, the teacher shall offer at least 18 s. hrs. in academic work in the field as specified in II below. For permanent certification at least 24 s. hrs. shall be required.

II. Professional Preparation

- A. To insure adequate preparation in content, skills, and methods in speech, each certified teacher of speech should have completed at least one course in each of the following divisions and taken in such courses as are illustrated under the general headings:

1. *The Processes of Speech:* (Voice and Articulation, Basic Speech Improvement, Phonetics, Anatomy and Physiology of the Voice Mechanism)
2. *Theatre:* (Oral Interpretation, Acting and Directing, Play Production, Stagecraft, Radio and Television)
3. *Speech Correction:* (Speech Correction; Speech Pathology; Clinical Practice in Speech Correction)
4. *Public Address:* (Public Speaking, Discussion, Argumentation and Debate; Parliamentary Procedure)

- B. In addition to the courses specified above, one course (at least 2 s. hrs.) in Methods of Teaching Speech in High Schools: Theory and Practice.

III. Certification of Speech Correction teachers should follow the certification requirements of the American Speech and Hearing Association.

¹ Committee on Preparation and Accreditation of Teachers of Speech (Marceline Erickson, Chairman, Mankato State Teachers College).

² Letter from Gladys Borchers, Department of Speech, University of Wisconsin, January 19, 1959.

³ Letter from Hugh Seabury, Department of Speech, State University of Iowa, January 19, 1959.

THE NCA RECOMMENDATIONS AND THE
REPORT OF THE SPECIAL COMMITTEE ON
CERTIFICATION REQUIREMENTS OF
THE SAA

In November, 1958, Professor George L. Lewis of Ohio State University wrote to various members of the SAA, calling to their attention the proposed recommendations of the NCA with respect to teachers of Speech and English. The obvious intention of the NCA committee was to try generally to raise standards for certification of teachers of secondary school subjects. However, the provisions applying to Speech teachers especially would, if adopted, have had the opposite effect. The result of Professor Lewis' correspondence was a special panel discussion held at the 1958 SAA convention, and the appointment of a special committee to study and handle the problem for the association. Members appointed were J. Jeffrey Auer, Gladys Borchers, Rupert L. Cortright, Karl W. Wallace, and Karl F. Robinson (chairman).

The report of the committee, and of official letter to the North Central Association, appears below:

Dr. L. A. Van Dyke, Chairman
Cooperating Committee on Research
North Central Association of Secondary
Schools and Colleges
State University of Iowa
Iowa City, Iowa
Dear Dr. Van Dyke:

During the period December 27-31, 1958 nearly 3000 teachers, members of the Speech Association of America, the American Educational Theatre Association, the American Forensic Association, and the National Society for the Study of Communication, met in Chicago to consider problems and projected actions affecting our field.

One of the important items of business was the pamphlet, "Proposed Revision of the Policies, Regulations, and Criteria of the Commission on Secondary Schools of the North Central Association." This document was examined in detail at one of the sessions of these

four associations, and a special committee appointed to convey to you our official reactions and suggestions. As chairman of the committee, it is my particular pleasure to renew our professional relations, hoping that we can prove helpful in the excellent job you are doing "to improve the criteria of the NCA and to make them stimulating and conducive to the educational advancement of the member schools." (Quotation from page 4, item 3 of the document).

Our committee offers its suggestions constructively. We have read the publication carefully. We explain specific portions of it as we understand them and include recommendations which we believe will strengthen the revisions:

I. General Background

A. Page 7; item A6—Basic Guides: Provision shall be made for students of different talents, intellectual capacities, and future interests.

Page 7-8; item 1—Extent of Offerings: The Commission does expect, however, that the following minimum offerings in grades nine through twelve shall be provided by each member school:

Language Arts (English, speech, journalism, etc.) 4 units
(In the interests of space other items are omitted)

B. SAA Committee Viewpoint

The committee approves this evidence in the basic materials of the pamphlet of the desire of the NCA to provide versatility and variety in the educational program of secondary schools, including the work in Language Arts as stated.

The committee is also aware of previous evidence of the attitude of the NCA and wishes to recall the approval of its Executive Committee on March 22, 1950, of "A Program of Speech Education," a report prepared jointly by the Contest Committee of the NCA and a Special Committee of the SAA. This publication (See *Quarterly Journal of Speech*, October, 1951, 347-358) presented a working philosophy of speech education, explained the organization of a program, and made suggestions for extra-class activities and contests. It also made definite recommendations for the improvement of teacher preparation for classroom teachers and those directing extra-class speech activities.

At that time Mr. Lowell Fisher of the

NCA made certain recommendations in support of the Program of Speech Education. Relevant items in this discussion are reproduced below:

- (1) That the recommendations prepared by the Speech Association of America constitute the recommendations of the North Central Association with respect to a suggested program of speech education.
- (2) That State Committees of the Association make a determined effort to encourage implementation for improving speech programs in each of the member schools of the various states of the Association.
- (3) That the Chairman of each State Committee contact in each state both the Director of Extension of the State University and the Superintendent of Public Instruction, or the Commissioner of Education, encouraging each to assist in the implementation of the proposed program in speech.
- (4) That the Contest Committee in general, and its Chairman in particular, do all possible to encourage school administrators and school boards to give serious consideration to the curricular needs of boys and girls with respect to speech.
- (5) That each State Chairman contact the executive officer of the school board association in his state encouraging a program of informing lay ple of the needs for education in speech.
- (6) That the contest element be handled in each member school in accordance with the general principles in the recommendations presented by the speech educators.

II. Provisions for Teacher Preparation

Introduction

The SAA Committee has carefully considered the Commission's proposals affecting standards of preparation of secondary school teachers who will be certified to teach Speech or to direct speech activities, or both. Some members of the SAA Committee have conferred at length with NCA officials, or their assistants, and these have been helpful in interpreting NCA intentions. Accordingly, if the SAA Committee understands the situation correctly, the NCA earnestly desires to raise the standards of persons who teach speech and direct associated ac-

tivities in our high schools. The SAA Committee notes two sections in which provisions are set forth:

A. Page 14, item 3—*Preparation*: "All teachers shall meet the legal standards for teachers in the state in which they are employed."

Item c. *Preparation in Teaching Fields*: "Teachers shall be assigned only to those subjects in which they have at least 18 semester hours of preparation." (See Sections III-IV for Special fields).

B. Pages 26-27

N₃ Teacher Preparation for Specific High School Courses

d. English-Speech-Journalism

"(1) *English* teachers shall have at least 18 semester hours in English of which not more than 5 semester hours may be in Speech and/or Journalism."

"(2) *Speech* teachers shall be qualified to teach English and shall have at least 5 semester hours in Speech."

COMMENTS AND REACTIONS

A. It appears that the NCA is considering *minimum* requirements in these recommendations. Also, it seems that it has one kind of situation chiefly in mind: the relatively small high school, which does not employ a full-time teacher of speech. Here some speech may be taught as a part of an English course and/or is taught through the school's extra-class speech activities (the festival, the contest environment, or the school assembly, where experience is provided in public speaking, debating, poetry and prose reading, and theatre). In this type of situation, a person is teaching speech less than 50% of his time. The bulk of his endeavor is given to the teaching of English. Hence his label and his preparation are thought of as "English."

To help such a teacher the NCA suggests that "English teachers shall have at least 18 semester hours of English of which not more than 5 semester hours may be in speech and/or journalism." (Page 26-27, item N₃, d (1)—quoted above). We respectfully point out that this recommendation cannot secure the desired result. Instead of raising standards it actually lowers them. First, it allows one to teach English with only 13 hours of actual English courses. Secondly, it permits a teacher to try to teach classwork in speech and direct an activity program with little more than one course in the field of speech. The SAA Committee

wishes to point out that the teacher in question needs a minimum of college-level instruction in either fundamentals of public speaking, debate, or discussion; in the basics of oral interpretation; in essential knowledge of the speech and hearing mechanism; and in the principles of play production. A conservative figure on the kind and distribution would be 12 semester hours, although this is not necessarily a desirable minimum.

Since the NCA in its Item c, on page 14, Preparation in Teaching Fields, states that "teachers shall be assigned only to those subjects in which they have at least 18 semester hours of work," there seems to be an inconsistency in the two recommendations.

Now with respect to the NCA recommendation for teachers of Speech (Page 26-27—Item Ng, d (2), the SAA Committee finds it difficult to understand the kind of situation visualized by the NCA statement: "Speech teachers shall be qualified to teach English and shall have at least 5 semester hours in Speech." It seems to mean that the speech teacher, whether he has a full speech schedule or teaches speech for only 50% of his time, need have only 5 semester hours in his major teaching subject; yet at the same time the speech teacher is asked to meet the requirements in English. This hardly seems to be realistic teacher preparation. It tends to force a union of two major teaching fields in such a way that certification in one cannot exist without the other. At the same time it would insure weak preparation in one (Speech) and invites the same in the other (English).

Further, if this interpretation is correct, certain inconsistencies again exist. The first contradiction is the NCA recommendation that "teachers shall be assigned only to subjects in which they have at least 18 semester hours of work." The second contradiction lies in the NCA's general position stated above, that "all teachers shall meet the legal standard for teachers in the state in which they are employed." As a matter of information, the legal standards for certification of teachers of speech in a number of states recognize substantial majors:

- a. *Illinois* Major 32 sem. hrs. Minor 16 sem. hrs.
- b. *Michigan* 1 major of 24 sem. hrs. plus 2 minors of 15 sem. hrs. or 15 sem. hrs. each of 4 subjects
- c. *Ohio* 15 sem. hrs. (3 teaching subjects)

- d. *Indiana* 40 hrs. in comprehensive area (of which 32 are specified in Speech)
- e. *Minnesota* 24 sem. hrs. major 15 sem. hrs. minor
- f. *Missouri* (Gr. 7-12: 24 sem. hrs. including rhetoric 5, speech 10, and electives 9)
- h. *Iowa* (English 15; Speech 10; Journalism 10)
- i. *Wisconsin* 24 sem. hrs. major 2 minors 13 sem. hrs. Or 2 majors 24 sem. hrs. each (New 1958 recommendation is for 24 hrs. with no minor).

It may be true that full-time teachers of speech are relatively rare in the public schools. But they do exist, and they should, of course, meet the same rigorous standards of any major in any subject matter field. The certification requirements cited above recognize this fact.

B. A further important consideration underlying the recommendations for certifying teachers of English and Speech is the incorrect assumption that the fields are the same and that the teachers do the same kind of job. Speech is not Oral English. Speech instruction consists of much more than having the student stand up and vocalize. Speech teachers must be trained to cope with student problems of emotional adjustment in all kinds of audience situations. They need to know how to teach strong speech preparation and logical structure as the basis for "thinking on one's feet," or extemporaneous speaking from notes; they are obliged to teach and insure clarity in oral communication through careful attention to the language of *practical discourse* (they are not primarily concerned with the language of fine literature); they must stress simple, clear sentence structure for *instant* intelligibility; they are obliged to teach audience analysis, usable means of vocal emphasis and bodily action to gain and hold the attention of that audience. Furthermore, they must know how to help boys and girls make effective voices out of ineffective ones, substitute standard for substandard diction and train the body to aid and not hinder in all communication.

The English teacher does not do these things as a regular part of English instruction. Typical preparation patterns for English and Speech teachers of necessity are different and in the opinion of the SAA these differences should be recognized in teacher certification requirements. Handling students in speech learning situations demands good preparation specific to that job. Such responsibilities should not be handed to just anyone with inferior training. (See "Pro-

gram of Speech Education" II. Extra-Curricular Activities.)

C. Another problem, caused by an omission in the NCA recommendations, causes the SAA some concern. It overlooks conditions in the field requiring many teachers to combine *Social Studies* or *History* with Speech. Such persons often direct forums, school and community discussions, conference leadership projects, student councils, debates, and other forensic activities. This combination is a very common one in certain localities. In order to do this work such teachers of speech would first have to prepare in English 13-18 hours, then in Social Studies 18 hours, in addition to Speech because of the recommendations for Speech teachers. It makes preparation in Social Studies, etc., with a Speech combination (for placement) contingent upon an added preparation in English. This appears to be an oversight by the Commission.

III. Recommendations

To encourage minimum preparation of the Speech teacher as such, the SAA Committee recommends to NCA:

1. That the spirit, philosophy, and general recommendations of the joint NCA and SAA report "A Program of Speech Education" (March 1950) be reviewed and noted carefully by the Cooperating Committee on Research.
2. That Speech teachers be required to complete not less than 18 semester hours of work in Speech. There should be included a course in Methods of Teaching Speech in High Schools (2 semester hours minimum) and preferably at least one course in each of the major areas of the speech field (voice and speech improvement; public

speaking, debate, and discussion; oral reading; acting and play production; and radio and television).

3. Speech teachers should also offer a related teaching field such as Social Studies, English, etc.
4. Speech therapists and hearing specialists should follow certification requirements of the American Speech and Hearing Association.

In recommending these requirements for adoption (1) they seem not to be unreasonable; they are consistent with preparation in all other fields under consideration. (2) they could be substituted easily for the existing recommendations in III N 3, d (2). (3) they would improve the quality of preparation for teachers of Speech, thus benefitting the pupils and schools involved. (4) the North Central Association by accepting the revisions above would assume a position of leadership in raising standards in the Speech field, rather than lowering them, as is the case in the present recommendations for revising criteria. (5) finally, the adoption of the requirements we propose would be in the spirit of the recommendations of the joint NCA-SAA Committee.

Sincerely yours,

Special Committee on the NCA
Certification

Recommendations, Speech Association
of America

Karl F. Robinson (Chairman),
Northwestern University

J. Jeffery Auer, Indiana University

Gladys Borchers, University of Wisconsin

Rupert Cortright, Wayne State University

Karl R. Wallace, University of Illinois

THE INFLUENCE OF SPEECH ACTIVITIES IN LEARNING UNITED STATES HISTORY

Waldo Phelps, L. Day Hanks, and Harold Neef

THE PROBLEM

THE logical relationships between speech activities as a teaching-learning technique and the social sciences as an area of subject matter have previously been developed in this journal.¹ A complimentary or reciprocal relationship does indeed exist, and as a result the social sciences potentially offer a partial solution to a persistent and vexing problem: how to provide speech practice and training for all secondary school students. A majority of social science courses of study currently suggest that speech, most often in the form of discussion and reports, be included in the teacher's lesson plans. These suggestions are, however, almost without exception vague and brief. Also, the teachers rarely receives specific assistance or guidance from his administrator or curriculum director.² He is, therefore, almost entirely on his own, and faced with a difficult problem: granted that mastery of social science content should be the major course goal, how may speech profitably be included?

The authors are interested in teaching Speech in various areas of high school Social Studies. This is the third such article in *The Speech Teacher* by Waldo Phelps, Associate Professor of Speech, University of California at Los Angeles. Mr. Hanks is a leader in secondary school speech and social studies on the west coast. He and Mr. Neef are both on the faculty at John Marshall High School, Los Angeles.

¹ Oliver W. Nelson, "Prescriptive Selection and Use of Speech in the Classroom," *The Speech Teacher*, IV (September, 1955), 167-172.

² Waldo Phelps and Martin Andersen, "A Survey of Speech Activities in Secondary School Social Science Classes," *The Speech Teacher*, III (September, 1954), 177-187.

Experimental evidence supports the contention that problem-solving panel forums may successfully be included in the high school Civics course.³ The present study continues to explore the influence of speech activities on learning social science subject matter, and specifically United States history.

In terms of student oral participation, two approaches to teaching the course were employed. In one, the oral work consisted of questions by the teacher and answers by students, informal class discussions lead by the teacher, and an occasional oral report. The second method included the foregoing oral activities and, in addition, panel discussion, debate, original oratory, oral interpretation, extemporaneous and impromptu speaking.

When the indicated teaching methods are compared, the following questions were asked:

1. Is there a difference in the amount of basic United States history content learned?
2. Is there a difference in the extent to which student fulfill the promise of their IQ's in learning United States history?
3. Is there a difference in the gains made by low, middle, and high IQ groups?
4. Is there a difference in the gains made by low, middle, and high rankings,

³ Waldo Phelps and Milton Dobkin, "The Influence of Problem-Solving Panel Forums on Learning High School Civics," *The Speech Teacher*, VI (March, 1957), 126-138.

as established by the initial examination in history?

PROCEDURE

This study was an attempt to measure quantitatively by means of course content tests, the relative effectiveness of teaching United States history in one case by the traditional pattern of instruction and in the other by essentially a speech activity centered approach. United States history II (post Civil War to the present) was selected as a suitable social science course for the study. Written examinations, prepared by a national testing agency, were obtained. A standardized and impartial measuring instrument of 120 true-false, completion, and matching questions thus was available. It seemed desirable in this study to employ two teachers in the experiment. Consequently, a large sample was obtained, and in contrast to the Civics project,⁴ each teacher was experienced, skilled, and genuinely enthusiastic about his particular approach to teaching history. (It is, of course, impossible to control all of the variables in an experiment such as the one being described. The two-teacher variable is perhaps compensated for by familiarity with and belief in the method each employed.)

THE EXPERIMENTAL PROCEDURES

The experimental procedures were to designate 115 experimental and 118 control subjects, to administer the content test at the beginning of the semesters, to impose experimental technique on the experimental group while holding the controls to the traditional method, to administer the content test again at the end of the semesters, and to compare the two groups in terms of gains in mastery of course content. On the basis of intelli-

gence quotients and positions on the United States history learning curves (results of first test score) sixty-seven pairs of subjects were matched from the experimental and control groups. The gains of these two groups were compared, and appropriate correlations were determined.

One of the teachers taught two United States history classes during each of two semesters (four classes in all) by the traditional method. In these classes, which formed the control group, the textbook⁵ was followed closely and studied in detail. General procedure was either to have students outline a chapter or to write out answers to questions included in the text. In addition, written reports on famous men or important events were included; a few students presented these as oral reports. The instructor lectured frequently and conducted quiz type recitations. On occasion classes would become involved in informal discussion of current events; this was particularly true with the two advanced groups. Oral work thus was at a minimum, and was entirely teacher led and directed.

A second teacher also taught one advanced and one regular class in United States history II during each of two semesters. In these classes, which formed the experimental group, student speaking ranged from answering questions in the text under the guidance of a student chairman to formal "game" type debate. Individual speaking varied from the impromptu speech to the written, prepared "oration." Students were not forced to participate in the speaking. Less than twenty per cent, however, took part only as listeners, and turned in extra written work in lieu of the oral.

At the beginning of each unit of

⁵ Ralph V. Harlow, *Story of America* (New York: Henry Holt and Co., 1949).

⁴ *Loc. cit.*

study, which might include from one to three chapters in the text, students were given a duplicated list of speech activities, called "projects." These included participation in a discussion on some problem connected with the topic under study, or preparing an extemporaneous report on the life of a famous person, or reading a selection from some novel or biography that concerned the unit. Following is a typical sample:

Unit: "The farmers have hard times, seek aid from the government."

Activity: Discussion.

1. "How has the farm problem developed?"
2. "How effectively have government subsidies helped the farmer?"

Activity: Debate:

1. "Should the Federal Government maintain basic farm prices at 90% of parity?"

Activity: Original Oratory: (Written speeches, eulogies)

1. "Grover Cleveland: In again, out again, in again, but a man of principle."
2. "George Washington Carver, Peanut-ty Genius."

Activity: Oral Interpretations of Literature:

1. Recreate for the class 8 to 10 minutes of Bryan's "Cross of Gold" speech.
2. Bring to the class the problems of life on the plains by reading sections from *Let the Hurricane Roar* by Rose Wilder Lane.

Activity: Simulated Radio News Broadcasts:

1. Tell the news, as might George Putnam or the Richfield Reporter, of the election of 1888, or 1892, or 1896.
2. Recreate for us a news broadcast following the announcement, "The AAA Declared Unconstitutional."

Activity: Impromptu Speaking: (Student draws 3 subjects, choose one, prepare 5 minutes, speaks 3-5 minutes.)

1. The Grange.
2. Free Silver.
3. Grasshoppers.
4. The Tariff.
5. The Front Porch.

Activity: Extemporaneous Speeches (From outlines)

1. "The Farmer Tries to Help Himself: The Grange and The Patrons of Husbandry."
2. "The Federal Government Aids the Farmer: The Federal Farm Loan Act, The

Agricultural Marketing Act, The Farm Credit Administration."

Activity: Book Reviews:

1. *The Agrarian Crusade*, by S. J. Buck.
2. *The Octopus*, by Frank Norris.

Students registered for participation in these speech activities in terms of their wishes and a speaking schedule was set up. The textbook⁶ was assigned at the approximate rate of six to eight pages per day of reading. A twenty-minute study period often was provided. During the class hour of the following day students discussed and answered the questions in the text under the guidance of a student chairman. The teacher kept a record of the number of times each student spoke in answering these questions, and a separate grade on this part of the class work was given at the end of each quarter.

Generally the speech activities followed reading and discussion of the text, although on occasion they were integrated into the reading-text discussion periods. Approximately fifty per cent of the total class time in the experimental sections was allocated to speech activities as the basis for class learning.

Teaching Speech in the History Course. Actual instruction in speech was of necessity somewhat limited. Time simply would not permit detailed treatment of speech and coverage of the historical content as well. Since this was not a speech course, the historical content received priority. A few lectures on methods of organization and presentation of the various speech activities were given. The few students who previously had taken or who were currently enrolled in Speech I assisted greatly by example and by their comments. Criticism periods were brief, but the instructor offered suggestions and

⁶ The same textbook, of course, was used in both experimental and control classes.

in general conducted the evaluations in a fashion similar to that employed in this speech class.

Matching the Experimental and Control Groups by the Individual Pair Method. Each instructor was assigned a high and an average IQ group each semester, but no feasible means of precise matching of students before the semester began could be found. Thus, the experimental and control groups could not be compared as groups without manipulating the membership. The individual pair technique therefore was applied because it automatically insures that the means and dispersions of the capacity scores will be the same for both groups. Moreover, since two criteria provide a more valid basis for matching, both the IQ score from the Otis test and the score made on the content test given at the beginning of the semester were used in the matching. This combination theoretically placed the mates at the same position on the learning curve at the beginning of the semester and paired them in terms of potential learning ability as well.⁷

Pairs were matched only when the amount of difference between scores did not exceed ten per cent of the range for either of the matching criteria.⁸ The foregoing procedure resulted in the matching of twenty-nine pairs for the first semester and thirty-eight for the second. A total of sixty-seven matched pairs thus formed the basis for the experiment.

The sixty-seven matched pairs were cumulatively equal in means of capacity scores and in shape of distribution. No significant difference existed in the mean IQs and their corresponding standard

deviations, and none between the mean initial history test scores and their corresponding standard deviations. Further evidence was obtained by computing the coefficient of correlation between IQs and first test scores. The coefficient for the control group was $+0.68$, and for the experimental group $+0.65$. In both instances the correlation is positive. There is no significant difference between the two coefficients, and it was concluded that the sixty-seven experimental and control group pairs were evenly matched at the start of the semesters.

ANALYSIS OF DATA

Given this evenly matched start, is there a significant difference between the gains experimental and control groups made? The mean of the differences between gains for the sixty-seven matched pairs is 1.24; the standard error of the mean difference is 1.38. Thus, there was no significant difference between the amount of gains in history course content achieved by the pairs taught by the traditional pattern of instruction and the pairs taught by a speech activity centered approach.

Are the experimental subjects more variable in gains than the controls? The standard deviation of the former is 7.47; that of the latter is 9.40, a difference of 1.93. The standard error of the difference is .84; dividing the difference by its standard error yields a score of 2.29. The chances are therefore 90 to 1 that the derived difference is significant. The control subjects may thus be regarded as approximately one-third more variable in gains than the experimental.

Do the gains of the experimentals correlate more highly with intelligence than those of the controls? The coefficient of correlation for the experimentals is $+0.61$, and for the controls, $+0.70$, a difference of .09. The standard error of the difference between coefficients of

⁷ Charles C. Peters and Walter R. Van Voorhis, *Statistical Procedures and Their Mathematical Bases* (New York: McGraw-Hill Book Company, Inc., 1940), 449-450.

⁸ *Loc. cit.*

correlations is .37. The ratio of the difference between coefficients of correlation to the standard error of that difference is .25. Thus, the chances are three to two that the derived difference of .09 is in favor of the control method. For practical purposes, although slightly in favor of the control method, the difference is inconclusive.

When experimental and control groups were compared in terms of the gains made by individual teams of matched pairs the results were also inconclusive. In the first semester fifteen of the experimental students exceeded their control mates in gains, while twelve controls excelled their partners and there were two ties. This is a five to four advantage for the experimentals. In the second semester the control students exceeded their experimental mates in twenty-one instances, the experimentals excelled in fifteen instances, and there were two ties. This is a seven to five advantage in favor of the controls. The combined figures revealed that thirty of the experimentals exceeded their control mates in gains, while thirty-three of the controls excelled their partners, and there were four ties. (The experimental group for the first semester gained a mean of 10.1 score points; the control group gained 8.7 score points. The mean difference between gains thus is 1.4 in favor of the experimentals. During the second semester the matched pairs from the experimental group gained an average of 8.2 score points, while the mean control group gain was 11.2. The mean difference is 3.0 in favor of the controls.)

Utilization of Learning Potential.

Was there a significant difference between the experimental and control groups in terms of utilization of poten-

tial (IQ)? A coefficient of correlation was computed to determine the relationships between IQs and final test scores. The coefficient for the matched pairs of the control group was +.70, for the experimental group members, +.61. Both correlations are significant. The coefficients for the experimental group thus dropped from +.65 for the first test to +.61 for the final test, while the control group improved from +.68 to +.70. These changes are non-significant. The difference at the end of the semester represents a slight but inconclusive gain in favor of the controls. The relationship between intelligence and achievement in United States history course content remained practically constant during the use of both teaching methods.

A coefficient of correlation between initial rankings as determined by the initial history test and rankings based on results when this same test was given at the end of the semester was also computed. The coefficient for the control group members is +.73; for the experimental, +.68. There is no significant difference between the two. With both methods, therefore, those students with high initial history test scores finished the course among those with the highest test scores. And those in the lower ranks tended to remain in the lower group.

Gains in Relation to Top, Middle, and Low Thirds of IQs.

Further analysis was made of the effect in terms of gains of the two teaching techniques on high, middle, and low intelligence groups. In Table I, the IQ scores for the sixty-seven matched pairs have been arranged in descending order, and then divided into thirds. Gains in relation to top, middle, and low thirds of IQ scores are given for experimental and control group matched pairs.

TABLE I
GAINS IN LEARNING BASIC UNITED STATES HISTORY COURSE CONTENT IN RELATION TO TOP,
MIDDLE, AND LOW THIRDS OF IQs FOR SIXTY-SEVEN MATCHED PAIRS.

	Subjects Per Group	Mean IQs	Mean Initial Test Scores	Mean Final Test Scores	Mean Gains
Experimental Group:					
Top Third	22	116.5	54.0	65.6	11.6
Middle Third	23	102.9	51.3	58.9	7.6
Low Third	22	90.0	48.6	56.5	7.9
Control Group:					
Top Third	22	116.3	54.1	68.4	14.3
Middle Third	23	103.0	51.1	61.8	10.7
Low Third	22	88.4	49.6	55.4	5.8

In each group the greatest gain was made by the top third. The control group achieved slightly larger numerical gains in top and middle thirds, and the experimentals in the low third.

Gains in Relation to Top, Middle, and Low Thirds of Initial Test Scores.

Effect of the two teaching methods on high, middle, and low groups in terms of initial position on the history learning

achieved the smallest amount of gain of any of the thirds.

FINDINGS AND CONCLUSIONS

Following are findings which resulted from investigation of the questions posed in this study:

1. Is there a difference in the amount of basic United States History content learned when the indicated teaching

TABLE II
GAINS IN LEARNING BASIC UNITED STATES HISTORY COURSE CONTENT IN RELATION TO TOP,
MIDDLE, AND LOW THIRDS OF INITIAL TEST SCORES FOR SIXTY-SEVEN MATCHED PAIRS.

	Subjects Per Group	Mean IQs	Mean Initial Test Scores	Mean Final Test Scores	Mean Gains
Experimental Group:					
Top Third	22	108.1	58.1	64.3	6.2
Middle Third	23	103.6	51.6	61.0	9.4
Low Third	22	97.8	44.2	55.7	11.1
Control Group:					
Top Third	22	108.2	57.0	68.8	11.8
Middle Third	23	102.7	52.0	61.4	9.4
Low Third	22	96.8	45.8	55.4	9.6

curve was also studied. In Table II, the first test scores for the matched pairs have been arranged in descending order and then divided into thirds. Gains were computed.

Gains were the same for the two middle thirds. The low third in the experimental group achieved slightly greater gains than the control group low third. The top third in the control group made a gain almost twice as large as that made by the top third of the experimental group, which actually

methods are compared?

There was no significant difference between the amount of gains in history course content achieved by the matched pairs taught by the traditional pattern of instruction and the pairs taught by a speech activity centered approach.

2. Is there a difference in the extent to which students fulfill the promise of their IQs in learning United States history when the indicated teaching methods are compared?

The relationship between intelligence

and achievement in United States history course content remained practically constant during the use of both teaching methods.

3. Is there a difference in the gains made by low, middle, and high IQ groups when the indicated teaching methods are compared?

The control group achieved slightly larger numerical gains in top and middle thirds, and the experimentals in the low third. In both groups the greatest gain was made by the top third.

4. Is there a difference in the gains made by low, middle, and high rankings, as established by the initial examination in history, when the indicated teaching methods are compared?

Gains were the same for the two middle thirds. The low third in the experimental group achieved slightly greater gains than the control group low third. The top third in the control group, however, made a gain almost twice as large as that made by the top third of the experimental group. The top third of the experimental group made the smallest amount of gain of any of the thirds.

SUMMARY

The similarity of achievement in learning basic United States history course content acquires significance when it is recalled that approximately one-half of the course time in the experimental classes was devoted to student speaking or student led class discussion, while in the control group this time was spent mainly in silent reading, writing, and in lectures by the teacher. The relationship between intelligence and achievement also remained constant in both groups. The only striking disparity was among the top thirds of the two groups in terms of initial rankings, where control group pairs gained almost twice as much as their counterparts.

The over-all results would seem to indicate that the particular approach to teaching in terms of method is not as important as is the individual teachers' training, philosophy, experience, and enthusiasm for the approach he is employing. Speech activities may profitably be included in the history course; this is especially true when the major focus is upon issues, movements, and people. The teacher trained in speech as well as in history can do an effective job of teaching both.

An outgrowth of the study is that the control group teacher intends in the future to include more student speech activities than previously scheduled, especially in classes of bright pupils. The experimental group teacher will do more lecturing, and include more formal drill on the course content. Thus, re-evaluation is in process in an effort to discover a better answer to the original over-all question posed in this study: how much speech may profitably be included in the United States history course?

POST-EXPERIMENT STUDENT REACTIONS

There were no particularly strong reactions, pro or con, to the traditional method employed in the control group classes; students had been exposed to it so often in the past that they simply accepted it as standard procedure. This section will therefore deal exclusively with comments by students in the experimental group. These comments were obtained during the last day of the semester, when grades were in, by the college teacher, who, of course, did none of the teaching. A high degree of frankness was thus achieved. Students were asked to answer the following questions in as much detail as possible:

1. Comment frankly on the teaching procedures used during the semester in this class. Think in terms of:
 - a. class interest.

- b. learning United States history.
- c. lectures by the teacher.
- d. reading in the textbook and outside reading.
- e. oral participation by students.
2. Would you recommend the procedure used in this class for future classes in United States history? What changes, if any, do you suggest?

Before summarizing student reactions to these questions, a very brief summary of the reaction by the experimental method teacher may be meaningful. His reaction to the "simulated" realities in speaking is enthusiastic. Students seemed thoroughly to enjoy themselves; they entered into the activities as if they were real, as if they (the students) were in the very situation and time. They appeared to enjoy the opportunity to express themselves to their peers in a mature and adult activity.

Student Reactions. Student reactions were related almost exclusively to use of speech activities in the history course. These comments have been classified under 16 large headings. With the number of students making comments which might be classified under each heading, they are:

Expressed enjoyment of the class and method	28
Speech demands made reading the text more fun	18
Speech activities stimulated greater interest and effort	55
Speech activities discouraged interest and effort	12
Lectures by teacher effective and sufficient	34
Teacher should lecture more	12
Learned the most when student himself did the speaking	6
Learned much less history than by traditional method	8
Liked the panel discussions, listening to and participation	17
Discussions ineffective—class did not listen	8
Afraid to participate in discussion or speeches	7
Would recommend continuation of speech activities	26
Would oppose continuation of speech	

activities	5
Would recommend continuation with increase in written work	38
Did not like the emphasis on some units of study or ignoring some units, or the text book	16
Benefits the student by forcing him to learn to speak	14

No attempt is made to reduce responses to percentages since the responses were so scattered. However, the maximum number of responses to any idea was 55, the minimum was 5.

The reactions of the class are about what the teacher felt they should be. If one is to judge by the tabulation of opinions of the students, one would assume the method is most desirable and effective. The majority by far felt the method stimulated interest and effort. Some of those in the advanced, or higher vocabulary group, felt students could bluff more easily in the speech activities group—until test time came. Some felt the teacher should lecture more since student reports and discussions are frequently sketchy and limited in background and detail. However, the great majority felt the supplementary comments and lecture by the teacher were adequate. Admittedly the use of speech activities was excessive since the purpose of the experiment was to compare learning in contrasting the methods. The greater the contrast, the more discrete the results. The emphasis on speech should obviously be greatly reduced in a normal class situation.

The teacher, as did a few of the students, felt that more stress should be placed on review of factual material, perhaps more drill on historical details. The use of time lines, of the significance of the unit organization and of the relationships of units, of topics, of events and of personalities to historical movements should be constantly clarified.

Perhaps the best justification for the use of the speech activities method came from a cadet teacher from a neighboring teacher training institution who had been observing classes taught by four other "traditional" teachers at John Marshall High School. He commented on the fact that in the traditionally taught classes, students were slumped in their seats, listless, doing other class-

work. In the speech activities class, where students were speaking, discussing, or acting as chairman, class members were listening actively, sitting upright, concerned about the lesson material and what was happening in class. If for no other reason than heightened interest and active participation, speech activities justify themselves in classes in United States history.

NOTEBOOKS FOR NEOPHYTES

Doris Niles

AT the conclusion of many assignments in my speech classes, we present a "Bosco award" (an esoteric name given by my students), of a shiny new gold pencil, to the person voted by the class as the one giving the best performance. The winner is kept secret by the committee tallying the votes; a committee member makes the presentation; and the recipient delivers an impromptu acceptance speech. Recently when a boy was presented with the "Bosco," earned for giving a dramatic reading of a cutting he had made from "Of Mice and Men," he accepted by stating humbly, "I thank John Steinbeck for making my receiving this award possible and Miss Niles for making it necessary."

It seems to be a fortunate characteristic of high school students to appreciate teachers' making necessary some things they are disinclined to do. At the beginning of this school term I am a bit more than mildly surprised but gratified at receiving from former students in colleges a number of messages thanking me for making the *speech notebook* necessary. One such letter read in part: "Bless you again for making us keep a speech notebook! I have just made an A on a talk given in my Speech Principles Class. It surely is a load off my mind to know I have a notebook filled with just the materials I need in that class. Do tell

your students for me that it may be a chore now, but if they keep a complete, up-to-date notebook, they will be grateful later."

As a student I shunned courses and teachers requiring notebooks. I am no artist; I have my own system of printing, and it isn't pretty; my handwriting frequently causes my secretary to consult an unabridged dictionary; therefore, I considered keeping a notebook a waste of good time and creative energy.

Yet as I developed my high school course in fundamentals, I began to realize that so much I gave my students was forgotten by them as soon as performances and tests were over. Then frequently I had requests from former students asking me the source of materials I had used or that fellow students had used—materials they hadn't even bothered to take away from their desks after class work, or if they did, they had evidently stored them in their "round files." At this, I concluded that I should help them develop their pack rat tendencies. What surer way was there of keeping available the morsels and pearls that were dropped and discovered than for students to bury them in a notebook to be brought forth as the need arose! Thus, I decided to make the keeping of a notebook a requirement of my speech fundamentals course. This paper is for the purpose of reporting and sharing the ways and means my students use in keeping notebooks and the benefits they have received from this requirement.

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Because I detested keeping a notebook myself, I have given some thought to presenting this requirement to my students. I teach students early in the course that we are indebted to Aristotle for the theory that every speech has its own inherent organization growing out of its purpose as well as its subject matter, and that their speeches will be judged in terms of their purposes. I apply this theory in the compiling and evaluating of their notebooks. I assure them that the notebook is for their purposes, not mine, that grades are peripheral, so their purpose in keeping a notebook is not to improve their grades. The organization, as well as the content of the notebook, will vary with the purpose of the individual keeping it, just as the outlines of two speeches on the same subject will vary with the purposes of the speeches.

It should be stated here that my classes are more heterogeneously grouped than any others in the school. I usually have in the same class sophomores, juniors, and seniors; I.Q.'s of 69, I.Q.'s of 130; boys who at the end of the semester will work as laborers in diversified occupations, others who will be in college on top Merit and other scholarship awards; beauty queen winners, regular performers on network television and in local Little Theatre productions; the academic and the non-academic. Consequently, many things I suggest as optional sections of the notebook depend upon the needs and interests of the individual. Judging from the fact that I have received at the end of a quarter everything, from a stenographer's notebook with duplicated materials clamped on the back, to a scrapbook weighing ten pounds; from scribbled class notes, with a student's additional comments, to a correctly and neatly-typed notebook, with material

carefully coordinated and subordinated; I believe I have convinced my students that the notebook is for them, not for me.

Because I am dealing with adolescents, I realize they must be convinced that certain parts of the notebook are necessary if it is to serve them. I cannot let them think that "anything goes," so long as they turn in something. Consequently, we agree on the basic materials to be preserved in the notebook, although the arrangement of these materials is to be determined by the individual according to the use he plans to make of them.

The first of these requirements is duplicated instructional materials. I tell students it may appear from the number of these they receive that I do not teach; I merely release a ditto machine for active duty, for I give what instructions I can in duplicated form. This helps me to avoid the common tendency of speech teachers to talk too much. Furthermore, if one has taught speech very long, he has collected many good materials not found in textbooks, materials gathered from many sources, from college lectures, from convention speakers, from magazine articles, and from private speech teachers. Students may file these duplicated materials all together in a magazine-clipping pocket of the notebook, or they may tape or staple them in appropriate sections of the notebook; but they *must* keep all of these.

I remind them of the value of duplicated instructional materials in reviewing, in preparing future speeches and other communication activities, and in generalizing what they have learned through experience.

One of the first of these duplicated materials I give students is a main-topic outline of my four purposes in teaching them speech. (Naturally, I express the

hope that my purposes soon become their purposes, for if they do not know their purposes in taking the course, they are wasting time being there.)

These purposes, as I outline them, are (1) to teach the elements fundamentals to every speaking-listening process (2) to teach the skills underlying the various communication activities which they study during the course (3) to develop the personality traits which will make students more effective speakers (4) to help students be responsible speakers in a democratic society.

Before long I lead students to list under the first purpose the six fundamentals of speech; that is, the ability to do research; to organize; to think critically, perceptually, and creatively; to use words with precision and vividness; to use the voice and body to communicate; and to be sensitive to the audience.

The sub-headings under the second purpose are filled in as the students engage in the several speech activities. For example, they record guiding principles for such activities as making social introductions, introducing a speaker, interpreting a poem, making specific speeches for special occasions.

The third general purpose, that of developing personality traits that will increase speaker effectiveness, is sub-headed only as they discover these traits or lack of them among their peers, or among adult speakers whom they hear. After twelve weeks of the course, my present beginning classes have recorded ten of these. They include—in addition to poise, sincerity and enthusiasm—good taste, good judgment, a sense of humor, histrionic sense, imagination, creativeness, and appreciation.

I fill in part of the sub-headings under the last purpose, that of developing responsible speakers in a democratic

society, but students add to these as the course develops and as they discover lack of responsibility on the part of speakers.

Other duplicated instructions which students store in their notebooks include such materials as exercises for relaxation, proper breathing and voice production, lists of hackneyed expressions to avoid and substitutions for these, rules for various kinds of listening, notes on interviews, sentences for pronunciation drills, and essays and comments useful in helping them develop an ethical basis for speech.

A second notebook requirement is made up of my individual criticisms, the "pink sheets" as the pink memo pads on which I write them are appropriately named by the students. Some students include these together in one section, to which they have added their own comments and comparisons with previous speeches; others include them with the outlines and instructions for the individual assignments.

A third required section is entitled *Diction*. The first division of this section is called "Pronunciation." I require that they keep this section available during class and that they list words for which they learn the pronunciation or for which they hear a variant, that they check on these, and keep a record of the acceptable pronunciation by marking these diacritically. This section includes words that interfere with their communication because of poor articulation and enunciation. Many words frequently appearing in this part of their notebooks are perhaps a result of regional speech—the breve *i*: think, thing; the breve *e*: get, democratic, chemistry; the diphthong *u*: student, duty, institution.

The third section of *Diction* is "Vocabulary." Beginning speech stu-

dents feel that getting acquainted with speech terms is a part of being initiated into the circle. Recording unfamiliar words in context as they are heard is the first experience some students have with taking notes while listening, a learning technique many will soon have to acquire abruptly in college. I deliberately use many speech terms and write the word on the board as I do so. Then I manage soon to use other forms of this same word as larynx, laryngeal; paradox, paradoxical; tautology, and tautological.

Just before I give a test, students make a composite list of words in the vocabulary section of their notebooks and review the vocabulary for this test. At the end of the first quarter this year, one class had a composite list of eighty-five words. Some scholarship-minded students had listed, in addition to the context in which they were heard, the pronunciation and the dictionary definitions; but for the non-academic, this would have been an insurmountably painstaking task.

Words in the composite list for the first quarter included such speech terms as general semantics, bromidic, redundancy, pharyngeal, diaphragmatic, ventricular folds, verbatim, phonetics, cliché, extemporaneous, and sophism.

It is gratifying to hear students remark after taking scholarship tests, "The vocabulary was a breeze! I've had speech, and many of the words on the test are in my notebook." I have felt that the rating of the speech department has gone up when teachers of other departments who have overheard such remarks request a copy of the vocabulary from the notebooks.

The last required section of the notebook is composed of test papers which must be corrected before being added to the record. To make sure that students see the value of this, I make my tests

cumulative; a question appearing on a test might appear again on one given ten weeks later. In this way students use the former tests for reviewing and thus retain what they have studied.

An optional section of the notebook is that of quotations or epigrams applicable to speech. These may either be those they read or those they hear their teacher or classmates utter. They are required to keep these only if they think they can make use of them in some way for preparing speeches or for other illustrative purposes. Some of these appearing in notebooks at the end of the first quarter this year included the following:

"Rhetoric is the art of giving effectiveness to truth."

"Rhetoric is the art of finding in a given case the available means of persuasion."

"It takes two to tango; without listening, there is no need for speaking."

"An orator is a good man speaking."

"Understanding of subject matter is prior in importance to talking about it."

"The process of formal education is mastering a vocabulary."

"Communication is all procedures by which one mind affects another."

"A smile covers a multitude of 'sins.'"

I always have a goodly number of students with star dust in their eyes. They might include in their notebooks a section of programs for plays they have attended and newspaper and magazine clippings about Broadway and Hollywood theatre.

Many students take speech because of their interest in homiletics. These have a notebook section which included inspirational material they might use in preparing sermons.

Frequently articles about speech appear in local newspapers and in articles by syndicated columnists. In addition,

many trade magazines and national magazines contain articles about speech making. These seem to find their way into many notebooks of my speech students and prove valuable as introductory and explanatory material for speeches.

Although there is no uniformity to them, the grading of notebooks poses no problem. I think if it is to be used by students, the material in the notebooks should not be organized according to school terms when grades are issued but according to the use one makes of the material filed in them. I therefore employ the simple device of using a different colored grading pencil for each quarter. I merely place a colored check on each duplicated page and on programs or clippings. I also place a colored check at the top of each page they write with a straight line where the writing stops. Then the vocabulary list, the quotations and other information may be continued on the appropriate page. My grades consist of the same colored check mark to indicate I have perused the material, to which I add a plus sign if it is particularly usable or a minus sign if I feel the student

has been only perfunctory in compiling it.

Not long ago a good student told me that he thought I would be interested in knowing his parents had read his speech notebook and had decided that everyone should take speech. Another student who had transferred to a distant school wrote me that her speech teacher was most impressed with her notebook. These two reports, together with those from alumni, convince me that making the notebook a necessity not only serves well the student, but it builds the speech department by contributing to good public relations.

As final proof that students find the notebook valuable, I let the notebooks for second-year students be an optional rather than a required assignment. Almost without exception, students continue to add to their notebooks begun when they were neophytes as speech students. They turn these in for checking at the end of the school quarters, and in several are scotch-taped an unused, but not-so-new yellow pencil they received the year before as a "Bosco" award.

DEBATE—A PRACTICAL TRAINING FOR GIFTED STUDENTS

Bert E. Bradley, Jr.

IN these days of post-sputnik, harried school administrators are beset with constant demands that programs be established for the superior students. Such programs have been initiated, fortunately, by many schools. Unfortunately, too many of these programs have been in the area of science. Educators must not permit themselves to be stampeded into a neglect of the liberal arts; consequently, existing programs designed to lead superior students into a deeper study of non-sciences must be broadened and new ones developed. Teachers of speech, champions of a liberal education since the days of Aristotle, should step forward with a program to meet this present need. One activity which can be urged on a wider scale is that of debate.

Needless to say, too few schools have encouraged debate activity. Too seldom is moral support given to this program, and even less seldom is adequate financial support offered. Various reasons, some invalid, are given for rejecting debate activity, but this article is not concerned with discussing these. Rather it is the purpose of this article to focus the attention on seven values of debating which speech teachers can advance to justify debate as a program for superior students in the non-sciences.

The author makes significant observations regarding the training of superior or gifted students through one of the most practical of speech experiences—debate.

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In the first place, working with a debate proposition develops and improves the student's ability to do research. Few other activities demand that the student commit himself to such a diligent search for information. Even fewer provide the motivation for continuation of such an intensive and extensive search. The competitive features of debate prove to be strong persuaders in keeping the student at work trying to stay abreast of new developments. In the beginning of his research effort the student must read to gain an understanding of the problem before him. Once this understanding has been accomplished, he must formulate arguments which will support his position. Next comes the task of finding specific, valid evidence that will substantiate these arguments. If this job is done well, the student will be lead to many sources in building a bibliography, from which he will be directed to numerous authors in various books and periodicals. In addition, he will learn how to seek out the experts and near-experts that live and work in the community in order to profit from their knowledge and experience.

Most of the research is broadly directed by the debate coach, but the important fact is that debate promotes an independent pursuit of the problem on the part of each student. Although the teacher is there to make suggestions for expediting the research and for eliminating unnecessary activity, the student is allowed to develop his research in almost any direction and to almost any

extent he desires. Since the debate propositions are chosen annually in a currently controversial area in which much information is available, it is generally next to impossible to exhaust all sources. Consequently, the student can set his own pace and can work as long and as hard as he desires.

Debate activity, secondly, develops and improves thinking ability. Confronted with the debate topic at the beginning of the year, the student is obliged to make a thorough analysis of the proposition and the problem. He finds that he must first examine the phrasing of the proposition in order to come to some decision on the exact meaning of each word. Following the definition of terms, the prospective debater must make an analysis of the problem in order to understand what has created this situation. He must become familiar with the background, the nature, the extent, the causes, and the effects of the problem. Moreover, the advantages and disadvantages of all alternative methods of solving this problem must be considered. Ways of implementing these solutions in practical situations must also be sought out. This analysis will provide the basis for the arguments, affirmative and negative, to be used in the debates. In addition, the debater must learn the rules of logic in order that he may apply them in his argumentation and recognize fallacies in his and his opponent's thinking. Thus the student gets valuable experience in the practical application of the techniques of critical thinking. In one study of high school debaters, the researcher found debate experience to be highly correlated with scores on critical thinking tests.¹ Another study of college students disclosed a significant difference

between the critical thinking scores of those students who took an argumentation course and a sample of students who had not taken the course.²

Participating in debate is valuable, thirdly, in creating an understanding for and appreciation of orderly change. As is well known, society must constantly be searching out new methods and rejecting outmoded methods if progress is to be made. Yet most of us seem to have a conservative streak that instills a reluctance to part with accepted, familiar solutions and techniques, even when the change is necessary and logical. Moreover, the problem of change is made more complex because we are often asked to accept new solutions and techniques that are inferior to present ones, or we are asked to reject old methods when there is no logical reason for changing or when there is no adequate substitute for present methods. It has been well pointed out that the future belongs to the educated man. One of the characteristics of that man, according to Harry A. Bullis, is that he must be able to

evaluate change in terms of continuing human progress rather than as a threat to human stability.

At the same time he must be so mentally flexible that he can avoid at all times the psychic shock that too often comes with changes. He must be able to accept new techniques and precedent-destroying discoveries without discarding the valid experiences of the past. Rather he must be able to re-examine historic contributions to human progress and relate them to current thinking and technological advance. The ability constantly to reappraise the factors of civilization in terms of progress is the mark of the intellectually and emotionally mature man.³

² Winston L. Brembeck, "The Effects of a Course in Argumentation on Critical Thinking Ability," *Speech Monographs*, XVI (1949), 177-189.

³ Harry A. Bullis, "The Future Belongs to the Educated Man," *The Saturday Review*, XXXIX (January 21, 1956), 11-13.

¹ William S. Howell, "The Effects of High School Debating on Critical Thinking," *Speech Monographs*, X (1943), 96-103.

Debate has much to offer in developing that characteristic in students, for the debater learns quickly that he must consider proposed changes from a rational point of view. The affirmative debater discovers that he must present a clear-cut need for abandoning the present system, or the negative will challenge him successfully. Not only must he point out the evils in the present system, but he must also devise a practicable solution that will eliminate those evils without creating more serious ones. The negative debater, on the other hand, must be able to show that no inherent evils exist in the present system; or that they can be eliminated by making modifications in the present system; or, unable to do either of these, devise another solution which, he argues, is superior to the affirmative solution. Regardless of the alternatives selected, or the final outcome of the debate, the important result is that the debater comes to look upon change as a meaningful and logical process to be rejected when unwarranted, to be accepted when justified. He comes to judge the merits of change not from reasons out of the past, but from the evidence and needs of the present and future.

Fourthly, taking part in educational debate programs helps to create tolerance for other points of view. Not tolerance for the sake of tolerance, but tolerance for the other point of view because of respect for the logical, substantiated arguments upholding that viewpoint. Critics often charge that debate encourages dichotomized thinking, yet it seems from observation that few activities work so directly to eliminate that type of thinking. Debaters learn, as few others do, that there are two or more sides to every question. Not of equal strength, certainly, but arguments that must be considered when opposing

any one viewpoint nevertheless. Almost every opposition team that a debater meets will have a different set of arguments indicting the status quo and/or a different solution to solve the problem. Having faced these vigorous, resourceful opponents most debaters develop a healthy respect for the various arguments and solutions that occupy the several positions along the continuum. Thus they are often forced to work out a debate case that will cover as many of those opposing arguments as possible. Nothing is more touching nor encouraging educationally than to witness a debater returning from a tournament fully cognizant that the losses inflicted upon him resulted from well substantiated, highly logical arguments of his opponent. Having left home confident that his position was impregnable, he must now adjust to the knowledge that there are other valid viewpoints. The fallacy of thinking in either-or terms is thus impressed upon him with great clarity. Blind prejudices become increasingly difficult to hold.

Yet this tolerance for other points of view is generally not the kind that inhibits the taking of action. Robert Thouless has correctly pointed out that:

We cannot escape the necessity for action, and our conviction that there is much to be said on all sides does not absolve us from the necessity for acting vigorously and effectively on the side which we think the truest and wisest things can be said. If we are driving a motor vehicle across an open space and an obstacle appears in front of us, we can avoid it by going to the left or to the right. The arguments for both may be about equally balanced. We must, however, do either one or the other wholeheartedly without allowing the excellent case for the other side to affect our actions at all. If we are content to say that there is much to be said in favor of both sides and drive straight on, we shall break our necks.

The path of wisdom is to act in an effective and wholehearted manner on the side which seems to us, on the whole, to be the best.

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Realization of all that can be said on the other side should make us tolerant of those opposed to us and ready to revise our courses of action under the influence of new evidence, but it must not be allowed to interfere with the effectiveness of our action in the direction which we have calmly and clear-sightedly chosen.⁴

Because debate is an activity that ever is concerned with the advisability of taking a particular course of action, the debater learns that there are many times when action must proceed on the basis of what is the best side at that given moment. Even though either-or thinking is undesirable, the debater comes to realize that there are many practical situations in which one is logically and practically reduced to a dichotomy of thought. Tolerant he may be, but action he must take.

A fifth value of debate is that it teaches emotional control. The debater soon learns that most trained judges listen with disapproval to obviously emotional arguments and to highly emotionalized presentations. It rapidly becomes apparent to him that those arguments that are presented logically and calmly in a vigorous and sincere manner are the ones that gain the best hearing. The demagogic approach is soon abandoned, generally.

The debater learns, further, that to become angry at an opponent places him at a disadvantage. Not only does it befog thinking which produces irrational debating, but it also indicates that one's beliefs are beginning to be threatened by his opponent's arguments. Debaters who would be successful must learn to follow the advice of Thouless who cautions us to

be determined that nothing shall make us angry in discussion, because, however annoying our opponent may be, we shall best defeat him

by keeping our temper under control. If we feel anger arising, this should be a signal to be increasingly courteous to our opponent and increasingly critical of our own position. We can use the first stirrings of anger to detect the weaknesses of our own position as well as we can our opponent.⁵

Those who do not learn to follow this advice often experience failure in debating.

Debate activity is valuable, in the sixth place, because it prepares the student for the democratic society in which we live. Throughout the course of history there has never existed freedom of speech without a democratic form of government, nor has there flourished a democratic type of government without freedom of speech. Freedom of speech must be protected, therefore, if we are to safeguard the democratic type of government of which we are justly proud. And debate must play an integral part in that protection according to Walter Lippman, for

... when genuine debate is lacking, freedom of speech does not work as it is meant to work. It has lost the principle which regulates it and justifies it—that is to say, dialectic conducted according to logic and the rules of evidence. If there is no effective debate, the unrestricted right to speak will unloose so many propagandists, procurers, and panderers upon the public that sooner or later in self-defense the people will turn to the censors to protect them.

For, in the absence of debate, unrestricted utterance leads to the degradation of opinion. By a kind of Gresham's law, the more rational is overcome by the less rational, and the opinions that will prevail will be those which are held most ardently by those with the most passionate will. For that reason the freedom to speak can never be maintained merely by objecting to interference with the liberty of the press, of printing, of broadcasting, of the screen. It can be maintained only by promoting debate.⁶

If this argument is accepted, and history certainly offers vast quantities of con-

⁵ *Ibid.*, pp. 151-152.

⁶ Walter Lippman, "Our Need for a Public Philosophy," *The Atlantic*, CXCV (April, 1955), p. 48.

⁴ Robert H. Thouless, *How To Think Straight* (New York, 1950), pp. 100-101.

structive evidence, then it necessarily follows that the educational systems of our nation should provide as much encouragement and training in debate as possible. The attacks on freedom of speech, direct and indirect, that are taking place in the United States today are too numerous to mention. The important fact, as far as this discussion is concerned, is that if the educational programs do not undertake a positive approach to protect this necessary freedom, we shall witness a further deterioration of the remaining remnants of free speech.

Not only does debate activity send forth members of society trained in the discipline that ultimately is the bulwark of free speech, but it also prepares the student to assume a leadership role in our democratic government. Since force is rejected as a means of bringing about change in political policies, citizens must be persuaded to constructive changes through persuasive and argumentative speaking. Former Governor Edmund Muskie of Maine emphasized the relationship of debate training and democratic leadership in a recent speech in which he proclaimed:

It is obvious, then, that the development of leadership in such a society has a very direct relationship to the art of debate. One becomes a leader by molding public opinion to support a given course of action. Dealing, as one must, with an ever changing, ever restless, ever shifting body of public opinion, one can hope to be successful in a career of leadership only to

the extent that one practices effectively the art of debate.⁷

For those who insist that an activity have economic rewards for its participants, there is a seventh value of debate. One researcher, for example, studying executives in the business world discovered "a clear and consistent trend for people with 'substantial' college extracurricular achievement to receive more of the higher salaries and for people with no college extracurricular achievement to receive more of the lower salaries. . . ." When college academic ranking was combined with extracurricular attainment these trends became even more pronounced. Going further, it was discovered that those who had participated in "editorial and forensic activities tended to make the most money."⁸

Teachers of speech can advocate debate programs to school administrators, therefore, with confident knowledge that debate activity will develop powers that will be of inestimable value in later life. They can offer this program, moreover, with complete assurance that it is actively and constructively contributing to the continued existence of a free, democratic society. Can any school official ask for a program for superior students that will do more?

⁷ Edmund S. Muskie, "Influence of Debating on the Career of a Public Servant," *Vital Speeches*, XXIV (October 15, 1957), p. 31.

⁸ John D. Krumboltz, "The Relation of Extracurricular Participation to Leadership Criteria," *The Personnel and Guidance Journal*, XXXV (January, 1957), pp. 307-314.

DUTIES OF AFFIRMATIVE SPEAKERS— A SYMPOSIUM

Glenn R. Capp, Robert Huber, and Wayne C. Eubank

CONSTRUCTIVE SPEECHES

THE FIRST SPEAKER

BEFORE inquiring into the duties of the first affirmative speaker, consider briefly the nature and philosophy of the affirmative side in a debate. On a properly worded policy proposition, the affirmative proposes a change in an existing social, political, or economic policy. It becomes the aggressor, the liberal proponent, the advocate of reform. As such, the affirmative side assumes the obligation to prove its case. A commonly accepted principle of American jurisprudence and deliberative organizations states that "he who affirms must prove." Therefore, the affirmative side assumes the "burden of proof" in the debate and must show its proposed solution superior to the existing order.

Compare the affirmative side in a college debate with the prosecutor in a criminal law case or the plaintiff in a civil case. The side bringing the cause of action has the "burden" of proving its case. Implicit in law procedure is the principle "a person is presumed to be innocent until proved guilty." This prin-

ciple comes from the democratic concept of protecting the rights of the individual. Democracy stresses the "dignity of the individual." Legal procedure attempts to insure his rights by a preponderance of safeguards. Under the hearsay rule, the courts attempt to get the best evidence, and exclude that which might be prejudicial. Liberty loving people prefer that an occasional guilty person go free rather than that innocent persons be found guilty. "This emphasis on the right of the individual distinguishes the concept of the free world from that of dictatorial governments. The same principle pertains to college debate. An existing order is considered best until a better one can be proved."¹

This same principle applies to deliberative groups. The proponent of a measure must prove the case for his recommended change because he brings the indictment of the present order. He must show his proposal will not only be as good as the present system, but better. Otherwise there would be little justification for change. The burden of proving its case rests squarely on the affirmative side.

How can the affirmative side discharge this obligation? In three ways: (1) prove a case capable of winning as originally planned; (2) defend that case successfully from attacks made by the negative; and (3) attack and substantially weaken the case of the negative.

The authors have all had long association with debate in secondary schools and in colleges. As judges and coaches they offer suggestions from their experience which they consider helpful to debaters and other coaches. Glenn Capp (M.A. Northwestern, 1948) is chairman of the Department of Speech and Director of Debate at Baylor University. Robert Huber (Ph.D. Wisconsin, 1942) is Head of the Department of Speech at the University of Vermont. Wayne Eubank (Ph.D. Louisiana State, 1942) is chairman of the Department of Speech at the University of New Mexico.

¹ Glenn R. Capp, "Debating the Affirmative," *The Forensic* (January, 1955), 45.

The first affirmative speaker must share equally the foregoing duties with his colleague. His constructive speech concerns only the first obligation—to prove a significant part of the case. This is true because he starts the debate and at the time he speaks no attacks have been made nor have negative counter arguments been given which demand his attention. He will, however, assist with these obligations in his rebuttal speech. Specifically the first affirmative speaker: (1) introduces the proposition; (2) gives the necessary analysis for understanding the affirmative's approach to it; and (3) develops a significant part of the affirmative's case.

In tournament debates little attention need be given to introducing the proposition since the few persons present are usually familiar with the question. Ordinarily an introductory reference of pleasantries and a statement of the proposition suffices. In the later rounds of a tournament when the size of audiences increases, these introductory remarks should be expanded to gain proper contact with the audience.

The analysis of the proposition must be thorough. Through analysis the speaker breaks the proposition down into its component parts and arrives at the basic issues. The preliminary steps of analysis include: (1) the present significance of the proposition; (2) its origin and historical development; (3) its meaning; (4) its scope and limitations; and (5) a statement of the basic issues. For tournament debating these steps may be considered briefly because of the familiarity of the judge with the proposition, but enough time should be devoted to them to lay down the basic differences between the affirmative and negative sides.

The present significance of the proposition shows why the question has par-

ticular importance at this time. In the past twenty-five years the problem of free trade has been chosen as the national debate proposition four different times. Yet on each occasion, changes in the international scene brought forth the topic. An understanding of these changed conditions forms a background for an understanding of the proposition by the debater, judge, and audience.

The origin and history of a proposition constitute an essential study for the debater. Such a study is prerequisite to an understanding of the basic issues involved. Because of the time limitations in a tournament debate, only that part of the history involved in the interpretation of the affirmative's stand need be given. Such a brief historical development serves not only as background for a better understanding of the proposition by the small tournament audience but may also be helpful in the affirmative's interpretation and definition of the proposition.

One of the basic rights of the affirmative side consists of interpreting the proposition. The right accrues, in part, as a compensation for assuming the burden of proof. This is not an unqualified right, however. The affirmative must be reasonable in its interpretation and should attempt to interpret the proposition so as to bring out the fundamental principle called for in the proposition. Some propositions lend themselves to more than one legitimate interpretation, others leave little occasion for variation in meaning. The 1956-57 national question on discontinuing direct economic aid represents the former type. The emphasis that a particular debate takes depends on how the first affirmative speaker interprets "direct economic aid." He may set up the principle of the advisability of foreign aid as a part of the United States foreign policy, or he may

favor aid in principle but contend that the proposition involves how aid should be disbursed, whether bi-laterally or multi-laterally. Further, if he takes the latter view, he may favor multi-lateral aid through an international organization or through some regional organization.

Where such legitimate variations in interpretation exist, the affirmative should be guided by the principle of what interpretation will make for the best debate on fundamental issues; what principle can be set up which enables the affirmative and negative sides to take fundamentally different views on the proposition. There is no justification for interpreting a proposition solely for the purpose of surprising the negative or taking them off guard. Unreasonable interpretations result in poor debates and bring debate into ill repute. When the first affirmative speaker interprets the proposition in an unusual way the debate often degenerates into a wrangle over meaning instead of a discussion on basic issues.

In his analysis the first affirmative speaker should next dispose of extraneous matter and narrow the proposition to its central idea. He should make clear the affirmative's stand on the principle involved in the proposition. For example, on the proposition that the United States should discontinue direct economic aid to foreign countries, the first affirmative speaker must explain what part of the total aid program he considers involved in the question. "Economic aid" may be differentiated from military aid and technical assistance, and the latter two types may be excluded from the scope of the proposition. Such exclusions should come early in the debate so that there can be no misunderstanding by the negative of the affirmative's plan of action. At this

point in the analysis the affirmative's interpretation of the proposition and its attitude toward it should be clear and unmistakable.

The remaining step in analysis requires that the first affirmative speaker state the main contentions that he and his colleague will develop. He then goes into the body of his speech by developing the first issue.

To prove a case capable of winning, the affirmative side must show that: (1) a problem exists in sufficient severity to demand action; (2) the affirmative proposal will remedy the problem; and (3) the affirmative's remedy will result in an advantageous condition—its attendant evils will not outweigh its advantages.

The first affirmative speaker's primary duty consists of developing the need issue.

The affirmative speakers must first decide upon a division of the case. The first affirmative speaker should develop as much of the case as possible so as to leave his colleague reasonable time for adaptation and refutation in his constructive speech. Yet he should not rush his analysis of the proposition, for that serves as the basis for the debate. The issue of need is usually of utmost importance to the affirmative case, and on most questions it will require the full time of the first speaker after his analysis.

Some affirmative teams do not spend sufficient time in developing the need issue. In a recent tournament two affirmative teams gave the entire affirmative case in the opening speech. Such procedure is questionable. It does not allow sufficient time to support the specific evils with adequate logical proof. After the first affirmative speech the constructive phase of the debate stops. The remainder of the debate consists largely

of a rehashing of the first affirmative's arguments. No standard answer can be given to what constitutes "sufficient proof," but too much is better than too little. The degrees of proof required will vary with different propositions, but ordinarily the first affirmative speaker cannot develop more than the issue of need adequately if he gives the proper analysis and introduction to the debate.² In short, in most debates the first affirmative speaker introduces the question, gives the necessary analysis for its understanding, and develops the issue of need. The second speaker reestablishes the need, shows how the affirmative proposal corrects the evils that constitute the need, and how it will result in an advantageous condition.

The evils developed must be an outgrowth of conditions that can be corrected by the proposal called for in the proposition. Beware of presenting extraneous problems outside the subject matter of the proposition or contrary to the affirmative's interpretation of it. Failure to develop the proper evils of the problem occurred on the proposition that the United States should discontinue direct economic aid. In one debate the first affirmative speaker limited the proposition to how aid should be disbursed, that multi-lateral aid would remedy the problems created by bi-lateral aid. Then he proceeded to level his attack against the principles of foreign aid in general rather than at the methods of disbursement. He brought charges which his proposed solution did not purport to correct. There was no correlation between the problem and the solution.

The first affirmative speaker's primary duty consists of showing that the evils he develops proves the need for a change.

² For more detailed discussion see Glenn R. Capp, "Debating the Affirmative," *The Forensic* (January, 1955), 44-47.

Ordinarily he cannot advance all the evils that exist. Rather, he should concentrate on the strongest evils, those that can be corrected by his proposal. Furthermore, a mere multiplicity of evils does not necessarily represent a strong indictment of the present system.

A long list of evils, without proper arrangement and development, may represent such a scattered attack that the audience and judges fail to see any fundamental weakness in an existing order. They fail to see the forest for the trees. In one debate the first affirmative speaker advanced the following evils in the order listed, on the subject of discontinuing direct economic aid:

- (1) Direct aid creates ill will among neutral nations.
- (2) Direct aid sometimes results in a give away race between the United States and Russia.
- (3) Direct aid is expensive to the American taxpayer.
- (4) Direct aid tends to create a false economy in the United States.
- (5) Direct aid is detrimental to the incentive of undeveloped countries.
- (6) Direct aid is harmful to internationalism.
- (7) The direct aid program has failed to contain communism.

The judge criticised the debater's development of the need issue on three counts: (1) He had too many evils. As a result he did not have time to develop any of them adequately. It is not enough to list and briefly explain the indictments of the status quo. Each indictment must be developed with sufficient reason and evidence to demand an answer by the negative. (2) The indictments were not well arranged. The speaker skipped back and forth from one idea to another to the extent that it was difficult to isolate any concentrated attack on the aid program. The multiplicity of points with their jumbled arrangement made it difficult for the critic to retain them. (3) The arrangement of points did not indicate a difference between

main points and sub-points. Some separate evils were parts of a larger indictment contained in the list. The critic suggested the re-arrangement of points into three principal indictments, as follows:

- A. The present program has failed to contain communism for
 1. It has created ill will of neutral nations for the free world concept.
 2. It has resulted in retaliatory grants by Russia, thus precipitating a give away race.
- B. The present program has had detrimental economic effects, for
 1. It has been a burden to the American taxpayer.
 2. It has created a false economy in the United States.
 3. It has kept undeveloped countries from developing by lessening their incentive.
- C. The program is harmful to internationalism

This organization retains all the arguments used by the speaker, but it groups them under three major indictments. It gives a more concentrated attack, permits more adequate development of each, and is more orderly than the original arrangement. If it has the additional quality of presenting a strong indictment of the present system, the first affirmative speaker will have fulfilled his obligation by his constructive speech and the affirmative team will be off to a good start in accomplishing its purpose.

THE SECOND SPEAKER

In any good debate, the affirmative case will have been opened by the first affirmative speaker, who will have given the cause for discussion, stated the question, defined the terms, laid out the affirmative case, and made a strong plea for a change. This strong plea will have been based upon the facts, facts which will not only have proved the evils, but will also have been of a type that will have "set off the springs of response" of

the audience. After ten minutes of negative speaking, the second affirmative will have the obligation of carrying on the affirmative case. Just what are the duties of this second affirmative speaker?

First, this second affirmative speaker will have phrased the specific purpose of his constructive speech very carefully. This purpose will be centered around the language of the topic for debate. This specific purpose, for example, on the 1955-56 question would have been worded "To gain the belief of the audience that the nonagricultural industries should guarantee their employees an annual wage." This specific purpose he shares in common with the first affirmative speaker. If he is a wise debater he will also have broken down his specific purpose into the sub-purposes of his particular speech. The sub-purposes are as follows: (1) to reestablish the belief that there is a need for a change; (2) to gain the belief of the audience that the new proposal will remove the evils in the present system. Usually, these are the two sole purposes of the second affirmative constructive speech. On occasion, however, there is a third purpose that must be achieved. That purpose is to gain the belief of the audience that the affirmative proposal, or suggested solution is free from objection. This is a purpose to be utilized in the second affirmative constructive speech on those occasions in which the first negative has spent a portion of his time, or all of it, on developing objections to the affirmative proposal. It should be understood clearly that objections to an affirmative proposal are those impracticalities, those serious dangers, that might arise should the affirmative proposal be put into operation. Objections to an affirmative proposal have nothing to do with the need issue.

The great concern of the debater, of

course, is how he can accomplish these purposes most effectively; how he can be assured that he will have the belief of the audience. Let us consider them one by one.

To reestablish need it is wise for the second affirmative constructive speaker to utilize the organization of the first affirmative. He could well begin his speech by saying, "Recall with me why there was a need for a change. The first evil my colleague pointed out was . . ." The speaker then proceeds to mention the first evil, and to indicate selected bits of powerful evidence that have set off the springs of response in the audience. He can even suggest that the evidence was undenied by the opposition. Then he can proceed to show how the negative speaker was unable to deny this evidence and actually to refute this argument directly. In other words, he must not only indicate what his colleague said, but he must ward off anything that the opposition has said to the contrary. Inasmuch as the first negative speaker will probably have answered more indirectly than directly, the technique of refutation at this point to reestablish need is to show that the negative actually did not attack the first affirmative arguments and evidence at all. If there has been a direct attack by the negative, a thing which happens too infrequently among even the better college debaters, then it will be the obligation of the second affirmative speaker to counter this direct attack. This he will have to do by advancing arguments supported by additional evidence as to why the refutation was not worthy of the belief of the audience. Briefly then, the second affirmative constructive speaker should reestablish need, first by recalling the argument and the strong evidence to support that argument by his colleague; second, by warding off

any arguments by the negative to the contrary; or third, if there has been a direct attack, he must add additional argument and evidence to support that particular need issue. This procedure is followed with reference to each evil advanced by the first affirmative speaker. Time allotted for this reestablishment of need should never exceed four and one-half to five minutes, of the ten minute speech. If the first negative speaker does not spend time on the need issue, but proceeds to the practicability issue, the time limit for reestablishing the need should not exceed one to one and one-half minutes. Even though the negative admits there is a need for a change, admits that the evils exist, the affirmative should never let the need issue fall out of the debate. True, you cannot debate over it. The debater should remember, however, that the very fact that it is conceded makes it one of his most powerful weapons of belief of the audience. He should utilize it as a bludgeon against the case of the negative. For, having admitted it, they weaken their stand. In other words, the second affirmative constructive speaker, at this time, should see to it that the admitted need becomes a powerful weapon to gain the belief of the audience to the whole affirmative proposition. It becomes his method of attack, a strong weapon of attack.

Having reestablished belief of the audience for the need, the second affirmative speaker must turn his attention to the solution that will cure that need, that will remove the evils. Frequently at this spot in the speech, which is about halfway through, the two, three, four, or five planks, which describe or explain the plan or solution the audience, are given. There are two exceptions to this. The first one is in case the plan has been put into the first affirmative speech,

or in those cases where it is undesirable to suggest planks of a plan. This portion of the speech should not be more than one minute long. In other words, if the speaker wishes to gain the belief of the audience by explaining the planks of the plan at this point, it will be unwise to spend too much time on those planks. One explains a particular plan in order for the audience to understand the solution. It gives them a chance to see, feel, touch, at least to visualize it. If the audience is completely familiar with the solution proposed, or if they have seen it in operation, explanation is a waste of time. A second consideration is the refutation of anticipated objections to the plan to be suggested by the negative team. By including certain planks the affirmative can refute strong objections. Too many, however, may weary the audience, and are unnecessary.

For a moment let us consider the age old question as to whether an affirmative must give a plan. The answer is "No, they do not have to give a plan." Most debate topics of the proposition of policy type suggest the solution in the statement of the proposition. The proposition, "Resolved, the United States should discontinue direct economic aid to foreign countries," is an exception, however. In the proposition the solution to ills is suggested in the form of the discontinuance of donating aid to foreign countries. Thus, a plan or a solution, is actually inherent in the wording of the question. If the affirmative team does not give a plan, it merely means that the negative can bring forth any of the various objections to the variety of plans suggested in the wording of the question. This gives the negative more leeway, more chance to offer a wider variety of objections. The strategy of the affirmative using a very de-

tailed set of planks is to ward off objections of the opposition and to force the negative to debate the *particular plan* of this *particular affirmative*, thus weakening the position of the negative. If the affirmative follows through on this weakness, they have a distinct advantage and will probably win the debate. In addition, an unusual plan may surprise the negative.

After presenting the plan, the second affirmative should have approximately four minutes of time left. Between three and three and one-half minutes should be devoted to the strong development of the issue, "the plan of the affirmative will remove the evils." Most affirmatives handle this issue poorly or omit it entirely. Yet it becomes the strongest issue for the affirmative in many cases. It presents the advantages of their plan. They should avoid the weakness of so many debaters who merely assert without any kind of proof whatever, that their solution will remove the evils. They should also avoid the weakness of debaters who do not even talk about whether or not their plan will remove the evils, but proceed to assume that they will be removed without even talking about them, and in this portion of the speech develop other so-called advantages of the plan. It is up to the debater, to gain the belief of the audience that the solution will be a decided improvement because it will eliminate the evils. The remaining half-minute to a minute should be devoted to climaxing the whole affirmative case. This is the conclusion in which, through summary the whole power of the affirmative speaking is brought to bear for final acceptance by the audience of the affirmative proposal.

The foregoing has been the usual type of thing that would be done in the second affirmative speech. A strong

difference would arise should the first negative speaker admit the need or else not spend much time on it. In case the first negative speaker admits, or says little about the need, and spends most of his time bringing up new objections to the affirmative proposal, the second affirmative should reapportion his time as follows: between one and two minutes should be spent recalling how powerful the need was and challenging the negative on what they are going to do about all these evils. From this the speaker then proceeds to the one-minute exposition of the affirmative plan; then the three to three and one-half minutes of "the plan will remove the evil." This will leave some four to five minutes at the end of the speech for the second affirmative constructive speaker to refute the arguments of the first negative. The reason the refutation of the first negative is left until after the exposition of the plan is so that the planks of the plan can be used to refute those objections. Thus the audience will understand the refutation better.

In summary, the duties of the second affirmative constructive speaker are there: First, reestablish the belief of the audience in what his colleague has said. Second, block the belief of the audience in what the first negative constructive speaker has said. Third, make whatever explanations of the affirmative proposal are necessary for the understanding of the audience. Fourth, gain the belief of the audience that his solution will remove the evils suggested by his colleague.

REBUTTAL SPEECHES

THE FIRST SPEAKER

Let us assume that in the constructive speeches the affirmative team has done what it should do when debating a policy question—established a need for a

change, presented a plan, either in detail or in principle, and has shown that the plan will meet the need without creating new evils. Let us also assume that the affirmative has presented a very clear, clean-cut case, a case in which major and minor arguments have stood out boldly. If this procedure has been followed in the constructive speeches, it will make the task in the rebuttals easier.

However, before centering upon the duties of each speaker in the rebuttals, we should recall a principle that is relatively inviolate: the most urgent duty of the affirmative after the initial presentation of their case is to continually repair and rebuild after the negative onslaught. If and when there is time left from this primary duty, the affirmative should attack the negative case, if the negative has presented one. A sharp negative will try to lure the affirmative away from its stand onto the grounds of the negative. This negative strategy leads to another principle important to the affirmative. The team that maintains the offensive usually wins the contest. By virtue of the opening speech, the affirmative assumes the offensive; it must be maintained.

The first affirmative rebuttalist occupies an enviable position. Having opened the debate, he has listened to about 85% of the negative's total speaking time. He should have the entire negative case before him plus the first negative rebuttal. In short, he has had the opportunity to stand by, as it were, for thirty-five minutes and listen to the debate unfold. Like a general, viewing the battle from vantage ground, he has had the opportunity to see the points of strength and weakness in the negative case as well as the penetrations of the affirmative positions. Having the advantage of such an overview of the debate, the affirmative rebuttal speaker

should be ready to do a pertinent and masterful job of rebuttal and refutation.

On the other hand, the first affirmative rebuttal speaker may not be in such an enviable position because the close of the first negative rebuttal should herald the most critical point in the debate for the affirmative. The attack of two consecutive negative speeches should weaken the affirmative case. If the first affirmative rebuttalist cannot refute the negative attacks and re-establish the affirmative, the cause of the affirmative will likely be lost.

Just how should the first affirmative rebuttalist go about meeting this heavy responsibility?

First affirmative rebuttal speakers often commit two fatal errors: first, they attempt to answer every argument, challenge, and issue raised in twenty-five minutes of negative speaking. Second, they spend most of their rebuttal time on minor arguments and objections that had little to do with the main issues that actually determined the outcome of the debate. This procedure on the part of the affirmative can be appropriately called "twig clipping." In short, the speaker never damages the tree because he squanders his time clipping a branch here and there.

To avoid the possibility of becoming a "twig clipper," what should the first affirmative rebuttalist do?

First, the speaker must determine where the case of the affirmative has suffered most. Has it been the need issue, the plan, or has the negative pointed up new evils resulting from the affirmative plan? Frequently, the negative will center its attack upon *one* of these main obligations of the affirmative rather than try to attack all three equally. The affirmative rebuttalist must spend the major portion of his time rebuilding the main segments of the affirmative case

that have suffered most from the negative attack. In rebuilding the affirmative case, the speaker must stick with the main arguments of the affirmative advanced in the main speeches. The various supporting materials presented in rebuttal should substantiate earlier main contentions.

The question may arise as to whether the first speaker should rebuild the entire affirmative case or confine himself to a certain portion. It is our belief that he should rebuild the entire affirmative case or at least all that has come under attack.

Second, few rebuttal speakers actually follow the best pattern for refuting an argument. As we know, the point to be refuted should be stated, facts presented to complete the refutation, and finally, the effect of the destruction of the argument upon the opponent's case should be stressed. Usually the first two points in refutation are done fairly well. Frequently, the third step is omitted entirely or done very haphazardly. All rebuttal speakers should pay strict attention to these requirements of proper rebuttal technique.

Third, since any good negative team will have piled high arguments and objections to the affirmative case, it will be impossible for the affirmative first rebuttalist to answer each and all of these. Therefore, it is wise for him to do what is called "lumping or compressing" a number of objections under one general heading. It is much easier to dispose of this general argument than to answer every single charge. If the first affirmative is not a strong speaker in refutation, it may be wise for him to confine his efforts to simply rebuilding the essentials of the affirmative case. He can prepare well in advance to meet this obligation.

In summary, the first affirmative speaker must center his rebuttal upon the basic issues in the debate. The full strength of his argument must be brought to bear on these. He should never get sidetracked on isolated and insignificant minor points. He should attempt to rebuild the entire affirmative case, centering his argument upon the parts of the affirmative case that have suffered most.

THE SECOND SPEAKER

The second affirmative rebuttalist has one final chance to establish a balance of probability on his side of the proposition. He must be able to cover a lot of ground and cover it thoroughly. He must be quick in locating the holes in the affirmative case and thorough in mending them. He should reaffirm points of the affirmative case that have not come under fire. He must rebuild portions of the affirmative argument that have come under strong negative attack.

This final affirmative rebuttal will probably be the most difficult and the most important speech in the debate. In close debates, decisions are often determined in these closing moments. This position demands adroitness, skill in analysis, unequalled in any other speech in the debate. The speaker must be able to bring the entire argument of the affirmative to bear upon the negative case. In order to discharge his responsibility, here are some of the things that the second affirmative rebuttalist should do:

First, true in the first affirmative rebuttal, it is even more essential that the second rebuttal speaker center his attention upon the main currents in the debate. Often the second negative rebuttalist deliberately tries to pile so many arguments, questions, and challenges upon the last speaker that it is

impossible for him to dispose of them all. One way that the affirmative speaker can lessen the weight of this burden is to single out two or three of the strongest contentions of the negative and destroy them. By so doing, he will give the impression that other arguments of the negative are relatively unimportant or could be easily answered if time permitted.

As was suggested in the first affirmative rebuttal, the method of grouping a number of negative points under one main contention and attacking them all at once is an excellent method. The debater should be careful to mass the negative arguments that are related. This demands clear thinking and ability to unify arguments quickly.

Above all, the last affirmative speaker must center his attention upon the essential issues and not scatter his forces by trying to answer minor objections.

Second, a good affirmative last speaker may often spend his entire speech in contrasting the cases of the affirmative and negative. This method is usually very effective. Such a speaker will often open his speech thus: "Now that we have heard the entire case of the negative, let us place it alongside the affirmative case, and see just where each has succeeded or failed in this discussion." This gives the speaker a chance to re-state the affirmative case and at the same time show where the negative has failed to destroy the main arguments of the affirmative.

If the affirmative speaker uses this method of rebuttal, he must have unusual skill in reducing the debate to the essential and ultimate arguments; otherwise, he will not be able to cover the debate in the time allowed.

Third, a negative team, frequently, will center the weight of its argument upon one primary objection or fault in

the affirmative case, claiming that unless this fault is overcome, the case of the affirmative will not stand. If the negative employs such strategy, the affirmative speaker must do one of two things: He must destroy the negative stand by direct attack, or he must show that the negative has placed undue weight upon the given point and that it is actually one of the minor issues in the discussion.

Fourth, it is not unusual for a negative term to try to place greater burden of proof upon the affirmative than the proposition requires. Certainly the affirmative should try to escape this unjust burden earlier in the debate, but if the negative has stuck to its guns, the final affirmative speaker should point out very clearly and forcefully why the negative burden is unjust.

Fifth, the element of good sportsman-

ship should always be displayed by the closing affirmative speaker. Since the negative has no chance to answer, sometimes the affirmative speaker will misquote the negative, falsely accuse them of not meeting the affirmative case, and in general, take advantage of his position. Such conduct on the platform displays the poorest type of sportsmanship. Let the closing speaker be just as careful with the truth in his final rebuttal as he was in his main speech.

To repeat, it is the first duty of the affirmative rebuttalists to keep the affirmative case rebuilt, repaired. When this duty has been met the negative case can be attacked.

Finally, having assumed the initiative in the opening speech, the affirmative should maintain the offensive throughout the debate.

ETHICAL PROBLEMS IN DEBATING— A SYMPOSIUM

Edited by Lloyd I. Watkins

TWENTY-FIVE centuries have not dulled man's interest in the ethical aspects of oral communication. From the time of Plato until the present these aspects have occasioned much comment, both oral and written. It appears doubtful, however, if the world situation has ever demanded so severe a consideration of the ethics of oral communication as it does today. We have reached a point in national and international affairs where it no longer is exaggeration to say that failure to accept the ethical responsibilities of oral communication could result in fatal consequences. Such is the genesis of this symposium on ethics in debating. While such a discussion is certainly not novel, we hope our symposium will stimulate further thought and action with regard to the problems involved in this particular area of oral communication. When we consider that debating is often the training ground for future leaders, the significance of high ethical standards in debate becomes apparent. The four contributors are: Mrs. Richard D. Gillen, formerly Director of Forensics at Columbus North High School, Columbus, Ohio; Archie M. Thomas, Director of Forensics, Heidelberg College, Tiffin, Ohio; Goodwin F. Berquist, Jr., Instructor in Speech at Ohio State University, Columbus, Ohio; and Claude E. Kantner, Director, School of Dramatic

Art and Speech, Ohio University, Athens, Ohio. Mrs. Gillen and Mr. Thomas were chosen because they represent eminently successful forensic coaches at the high school and college levels, respectively. Dr. Berquist, a former debater, was chosen as a representative of the speech teachers not directly engaged in forensic work. Dr. Kantner, also a former debater, represents the administrative element of the field of speech. Each contributor was asked what he believed to be the major problems with regard to ethics in forensic work, and whether he saw any solutions to the problems. They were not limited to a discussion of ethics in debating, but each tended to emphasize debate almost exclusively. Generally speaking, what they said concerning debate appears applicable in most respects to other activities. Their comments appear in full. As might be expected, although the approaches differ widely, there appears considerable agreement on what constitutes ethical problems. No attempts were made to direct anyone's efforts toward a particular aspect, since it was felt that each should have complete freedom to express his own views.

MRS. RICHARD D. GILLEN

Ethics in contest speech is in some respects like the weather; everyone talks a great deal about it, but who does anything about it? As soon as any discussion begins on ethics in a field such as debate, someone queries, "Just what do

Mr. Watkins (Ph.D., Wisconsin, 1954) is Assistant Professor of Dramatic Art and Speech at Ohio University, Athens, Ohio. He has organized these materials in order to raise certain questions about current practices in debating.

you mean by ethics?" And the time passes as the coaches cite this or that example of unethical practice on the part of his debater, or more commonly, his debater's opponent.

Since we cannot seem to do anything about ethics in the speech contest field before we determine the nature of ethics, let us set forth a philosophical basis for our ethics. The ethics of contest speech is essentially teleological in character; that is, it is the ethics of ends. If we accept the basic assumption that the aim of speech contest work is competition among students for the purpose of rewarding the best, the ethics are grounded in this aim. Means must be directed to produce the desired end—recognition of the best in a speech area. Actions which are in keeping with the best are ethical; those which are not should be recognized as unethical.

As coaches and teachers of speech what can we *do* about the ethics of contest work?

First, we can look at the positive side. In our coaching and judging we must emphasize the aims we know to be the best. Debaters must be made conscious of the values of clear thinking, careful analysis, thorough background, and genuine courtesy. Orators should come to know the values in searching for progress in human undertakings. We, as teachers and coaches, can communicate this positive side of ethics by our own concentration and enthusiasm in these directions.

Praise for the best qualities from the teacher, coach, or judge can give the approval and recognition which is integral in our aim of contest work. Speech competitors should experience in each contest the pride of doing something the right way. Only a few can win, but we have the obligation to praise all for what-

ever good qualities they exhibit. We can, in this way, emphasize the positive.

Second, we must look on the negative side of teleological ethics. We should watch for that which is not the best in a speech field: fabricated evidence, subtle discourtesies, incomplete quotations, and the like. When we find such, either in our own students or in others, we should penalize them. The penalty must always be "because this is not the means to be the best debater you can be." If our reasoning behind the penalty is not clear, the student may think the problem is one of pleasing us, and, since he does not see the larger perspective, be tempted to work around and behind us, rather than to strive directly to attain the best. This is not a panacea, but it is the "teaching" way to deal with the negative side of ethics.

Let's keep talking about ethics. It's like the weather because it changes. Each new contest season has distinctive problems. But let us work out for ourselves the philosophical basis and then *do* something about ethics in competitive speech work.

PROFESSOR ARCHIE M. THOMAS

During the ten years I have been associated with forensics in Ohio, I have observed numerous instances which, in my opinion, constituted a violation of ethics in speech activities. The majority of these offenses were observed on the high school level, although the college level is not without blemish. I am always disturbed by unethical practices on the part of students who participate in speech activities, but I am shocked and professionally embarrassed when the coaches, themselves, are at fault.

It is quite apparent that the cause of these unethical practices is an overemphasis upon winning, and since most offenses appear in the activity of debate,

I shall address my remarks to this activity. Too many coaches and debaters judge the success of the season solely on the number of trophies in the case, with little thought toward the educational and social development to be found in forensic activities. It behooves all of us to remember that forensics is an educational activity! In an attempt to "scalp" as many opponents as possible, students may become preoccupied with slanting or falsifying evidence, conjuring up tricky cases, spying on the other teams, pestering the coach to reveal the cases of teams he has judged, etc. Such practices breed personal animosities and distrust between debaters and coaches and give a tournament the tense atmosphere of a race riot.

While the students are trying to win their debates "at all costs," the unethical coach is busy trying to arrange not to have his team judged by a certain coach. Between rounds he attempts to find out how his team is doing, and unfortunately he sometimes gets a peek at the results on the sly from the host coach. Following the last round he gathers his team together in a corner and lends a sympathetic ear to the complaints about the tactics of the opposing teams. Once the results are announced, the losing coach grabs the critiques and hustles his team home to make repairs for next week's battle. There is not enough time to congratulate the winners, but there is plenty of time to sooth his wounded debaters by assuring them that Judge A was not qualified to judge, that Judge B has "never given a decision favoring our team."

I believe that the existence of most of these conditions is recognized by all who participate in forensics. The question bothering many is "what can be done to reduce ethical malpractices in speech activities?" I would like to make

the following suggestions as a step in the right direction for all of us:

1. Put out own houses in order by developing an uncompromising philosophy about forensics and its relationship to the total educational program.
2. Insist upon rigid adherence to honesty, fair play, and sportsmanship on the part of our students with dismissal from the squad or some other severe penalty for those who violate the rules.
3. *Never* be critical of fellow coaches, especially in front of students.
4. Attempt to place more emphasis on the social aspects of forensics by:
 - a. Encouraging our teams to introduce themselves to opponents and the judge before the competition begins. Following the event, have the students shake hands again with their competitors and congratulate them on their fine showing. (Even professional boxers do this after physical combat!)
 - b. Always have our teams congratulate the winners—we as coaches can set a good example by congratulating the winning team's coach.
 - c. Arrange for a social hour with light refreshments while results are being compiled. This will enable students to dispel that competitive drive after the tournament and look upon their fellow competitors as human beings.

If just these few suggestions are followed, I am sure forensics will be a more enjoyable educational experience for all.

DR. GOODWIN F. BERQUIST, JR.

Whether scholastic debating is ethical or unethical seems to me to depend in the long run upon the behavior of the individual debate coach. It is the coach, after all, who determines the procedures to be followed in debate practice. It is the coach, therefore, who is largely responsible for the standards of conduct his debaters exhibit.

But how does one go about evaluating debate conduct? One way would seem to be to explore the question: "to what

extent is the debate experience an educational experience?" Using the learning procedure as a frame of reference, let us briefly examine four key areas within the domain of high school and college debate.

The first area of concern is that of freedom of choice. Assuming that personal conviction is a valuable adjunct to effective persuasion, it follows that the debate student should be allowed the opportunity to choose the side of the question he prefers, and to organize his own case as he thinks best. To make these choices intelligently implies that the student debater has undergone a process of intensive reading and reflection. The debate coach, on the other hand, who dictates who shall be affirmative and who negative, and who presents each side with a detailed case is thereby denying his charges the opportunity for an important educational experience. Freedom of choice as to conviction and case appears unquestionably to be a desirable debate practice from the viewpoint of the learner.

Second, if debate is to be truly educational, an attitude of independent inquiry must be encouraged. The debater must, himself, become familiar with the techniques of library research and with the critical evaluation of books and articles pertaining to his topic. No coach can serve as a satisfactory substitute here. Also, from time to time, it is well that the student debater experience the chagrin which accompanies inadequate preparation, for such an experience will prove a powerful motivator of further study. Perhaps it is unnecessary to note that the debater should recognize early in his career the shortcomings of a debate handbook, for evidence culled from this source can hardly be called his own; seldom does a debater achieve conviction by resorting to this source alone.

A third freedom the coach should grant his debaters is the freedom to make mistakes and profit from them. If we agree that the first function of scholastic debate is to learn rather than to win, then this third objective assumes fundamental importance. Several years ago an eastern debate coach described to me how two of his debaters were doing a poor job: their evidence was pedestrian; their case was disjointed; and they were blithely over-confident. In such a case any advice the coach might offer was likely to go unheeded. Consequently, instead of lecturing them, the coach sent these two debaters to a state tournament where they proceeded to lose seven out of eight debates. The lesson their peers taught the two remains with them to this day.

A final phase of debating which coaches should encourage, I think, is the development of the student's ability as an effective public speaker. Once again the coach sets the pattern to be followed. If he permits his students to bury their heads in speech notes spread out on the rostrum before them, if he allows them to ignore their audience, then surely he is encouraging practices inimical to effective speaking. Furthermore, if a coach permits a debater to become an inflexible speaker, unconscious of the cardinal importance of the adaptation of his ideas to those of his audience, he is doing a grave disservice. One need only recall the behavior of American debaters when they speak on the same platform with their British colleagues to remember how immature and inflexible we sometimes appear. A final aspect of this question of the development of speech ability seems to me to be the enigma of the tournament audience. In our haste to compete for the "unofficial title," the bronze plaque, or the gold cup, are we perhaps forgetting how

artificial the tournament audience of four to six persons can be? Fortunate is the debater whose coach has the foresight to provide him with at least a few opportunities of speaking to a live audience, for after all, who among us does not find it difficult to speak convincingly to a lone judge slumped in his seat near the rear of an almost empty room?

If these four facets of debate—the freedom to choose one's side and to construct one's own case, the freedom of independent inquiry, the freedom to make mistakes and profit from them, and the opportunity to develop personal speaking ability—are stressed and encouraged, then much of what we object to in contemporary debating will vanish. For it seems to me that behind every good debater stands a coach who upholds responsible standards of conduct in debate.

DR. CLAUDE E. KANTNER

Ethical problems in such co-curricular activities as debate cannot, it seems to this writer, be properly discussed without a parallel consideration of the reasons for and the goals of these activities. It is, of course, to be recognized that ethical problems are inherent in the very act of speech itself and that each particular kind of speaking situation has also its own peculiar problems. The two-valued, affirmative-negative aspect of debate may be cited as an example of the latter.

However, there is reason to believe that many of the malpractices that occur sporadically in inter-school debating are not inherent in the nature of debate. Rather, they may be said to arise out of the nature of man and to be fostered by spurious goals and the unhealthy milieu in which debate sometimes functions. This observation, which was already old when Aristotle made it

some years ago, is repeated here only because it serves to remind us that there are certain basic and more or less inescapable approaches to ethical problems. Three of the more important of these are: (1) improving the rationale and goals of the activity in question, (2) promoting better understanding of general ethical principles and specific examples of ethical and unethical practices, and (3) establishing a situation or atmosphere that is generally conducive to ethical conduct and unfavorable to unethical practices. Space limitations permit only a brief and somewhat categorical discussion of the first of these approaches. Without any attempt to minimize the problem or to lessen in any way our responsibility for constant efforts to improve, this writer would like to observe in passing that the ethical level of inter-scholastic debating seems to be on a considerably higher plane than that of most public controversies, including political and congressional debate—which is as it should be.

It is difficult, if not impossible, to rationalize the high per capita expenditure of time, energy and money for inter-school debate on the basis of gate receipts, public entertainment or even the molding of public opinion. Few would argue that the money of the taxpayer or alumnus should be spent to provide that winning glow to selected debaters and, while schools and departments may enhance their prestige considerably with champion orators and debate teams, this also is scarcely a suitable *raison d'être* for the activity. In the last analysis, debate or any other speech activity *must justify itself because it provides essential training and experience that cannot be duplicated more efficiently by other methods.*

Debate includes the painstaking study of an important question of public

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policy and the careful assembling of opinions, evidence and argument in a group process under faculty guidance. It culminates in an oral presentation featuring a matching of personality, speaking skills, knowledge and logic with other selected and superior students before a critic judge or a critical audience. Therefore, it constitutes vital training difficult to achieve in any other manner. It is, moreover, a training that can be made available to only a relatively small group of selected and generally superior students who are potential leaders in our society. The school, thus, presumably provides this training because it is wanted by individual students and by society.

We will omit here all consideration of the individual's reasons for wanting this training and turn to the more pertinent question: Why does society want these individuals to have this training? From this writer's point of view, it is because we feel the imperative need to reach wise decisions on matters affecting the public welfare and we want as many as possible of our best young minds to be trained in analyzing and presenting public issues so that the "truth" may be "hammered out on the anvil of public discussion and debate." Note that society is not interested, *per se*, in seeing one side or the other, or one individual or the other, "win" the debate. Its best interest dictates a desire to see truth win out so that the best policy may prevail.

Does all of this mean that we should attempt to solve our ethical problems by eliminating decision debates? Not necessarily. Vital public problems have a way of forcing a decision sooner or later and so long as there are listeners there will be judgments concerning the effectiveness of the debaters. The critic judge epitomizes on an expert level the element of decision that is inherent in de-

bate. Properly conceived *and used*, he is an integral part of the training procedure and his function is not so much to designate the winner of the debate as it is to say who did the better debating and why.

This is more than a mere play on words, particularly if "better debating" is defined in principle from the point of view of society as *that debating which seems to be contributing more to the process of arriving at the "truth" which leads to the choices and decisions most beneficial to society*. The critic judge is, then, in a very real sense the spokesman (and the coach is the servant) of the abstract society with its inherent need for wise decisions.

The thesis being developed here is, very simply, that the roots of ethical problems in debating are to be found in its rationale and goals. If debating is properly conceived by administrators, faculty, coaches, students and judges as a valuable type of training made available by society to a relatively small group of gifted students and, if the primary goal of this training is held by all concerned to be the preparation of potential, future leaders who can and will help to guide us in making wise decisions in matters affecting the common welfare, most of the malpractices will automatically disappear for lack of motivation. It follows that the proper goal of the educational institution is to provide the best possible training, to as many superior students as possible, with the best possible faculty direction, in an environment conducive to the best possible debating.

With this primary emphasis, a school can reasonably expect to "win" its fair share of debates and tournaments and all concerned can find satisfaction in these victories in so far as they truly represent "better debating." Neverthe-

less, the ideal tournament, educationally speaking, would be one in which every team tied for first place—assuming, of course, that the deadlock was occasioned by uniformity of excellence rather than of mediocrity. To the extent, however, that winning, or exhibitionism, or the personal glorification of the student or the coach, or the reputation of the school for turning out champions is permitted to become a primary goal, or even a strong secondary emphasis, the door is opened and the motivation provided for all kinds of questionable practices. We are not perfect and we do not live in Utopia. Even so, we have a responsibility to keep doing what we can to approach that blessed state, and it is usually wise to attack a problem at its roots rather than to concentrate our efforts solely on lopping off its branches.

SUMMARY

In the belief that the contributors have spoken well for themselves, no attempt at a formal summary will be

made. It might be noted in closing, however, that two themes run through the contributions: (1) debate must be evaluated as an educational venture and must be handled as such, and (2) the coach is primarily responsible for the ethics of his debate program and for the ethical viewpoints exhibited by his debaters. If the four opinions represented here are widespread, it would appear that the debaters and coaches who use debate for their own personal ego enlargement are gradually—and finally—going out of style. Despite these opinions, however, some debate tournaments continue to exist which foster only ill will. (I once actually saw a fist fight as the culmination of a debate). If educational aims and, as a consequence, ethical goals, are to be realized, it would seem that such dog-eat-dog affairs masquerading as educational ventures should be discouraged by non-attendance. It would be interesting to hear some reports of positive action being taken to alleviate the ethical problems which appear seriously to threaten worthwhile forensic activity.

A SURVEY OF DEBATE PROGRAMS IN TWO HUNDRED AND FORTY-SIX AMERICAN COLLEGES AND UNIVERSITIES

Nicholas M. Cripe

THERE are those who would like to see intercollegiate debating, especially the tournament variety, abolished from the campuses of America. These are also those who believe that the merits of inter-collegiate debating, even the tournament variety, for outweigh any demerits it may have. They would like to see debating continue to grow and prosper. It was for these advocates of debate that the American Forensic Association authorized a survey to gather the type of information that might prove useful to those trying to strengthen the debate program on their particular campus. It was felt by the National Council of AFA that information about budgets, both as to size and source, released faculty time, the size of the debate programs, the number of coaches working with a squad, etc., might be of value to all concerned with such programs. To make the survey national in scope, while at the same time covering all types of programs and schools, it was decided to contact the 361 colleges and universities belonging to Pi Kappa Delta, Tau Kappa Alpha, and Delta Sigma Rho, plus some 39 independent schools. Two hundred and forty-six schools from forty-eight states and the

Territory of Hawaii replied. The following are some of the findings of this survey.

Travel budgets reported ranged in size from \$50 to \$5400. One hundred and forty-three schools, 58% of all reporting, had travel budgets of \$1000 or more. This group broke down as follows: four had budgets of \$5000 or above, three were in the \$4000 bracket, nine were in the \$3000, thirty-six had budgets between \$2000 and \$2900, thirty-two schools were between \$1500 and \$1900, fifty-nine schools had travel budgets ranging from \$1000 (14 schools) to \$1400 (10 schools).

Of the schools with budgets below \$1000, seven had a \$900 budget, twenty-three were \$800 or a bit more, thirteen were in the \$700 class, twelve were between \$600 and \$675, fourteen were between 500 and 550 dollars, nine had budgets of 400 to 450 dollars, ten were \$300 or a little above, five were in the \$200 range, and seven were \$150 or less.

The funds for the travel budgets came, for the most part, from one of two sources, either direct administration appropriation (106 schools) or appropriation of student activity fees either by a student group or the administration (119 schools). Sixteen schools reported receiving funds from both sources. Seven schools also reported that a portion of their funds came from plays, donors, banquets, or some such source.

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Just as the size of the budgets varies greatly among the various schools, so does the size of the squads and the number of debates in which they participated. For instance, two of the larger schools in the report, the University of Southern California, with 36 speakers participating in 480 decision debates and 60 programs, and the University of Pittsburgh, with 45 speakers in 520 decision debates and 90 programs, would seem to have a more active program than one large state university with 20 speakers taking part in 20 decision debates and 35 programs. In fact, debate squads ranged in size from the 170, reported by Brigham Young University, to the 2 making up the squad of Mary Hardin-Baylor College in Texas. And the number of debates in which these squads participated ranged from 1 to 520. A breakdown of squad figures shows four schools with over 100 students out for debate, seven with 50 or more, twenty schools with squads between 40 and 49 in number, seventeen squads numbering in the thirties, fifty-four with 20 to 29 debaters, thirty-six with between 15 and 19, forty-three with 10-14 debating, and fifty-six squads with less than 10 participants. In other words, 102 squads had 20 or more members, 79 had 10 or more, and 56 squads had less than 10 debaters.

The number of decision debates in which these debaters participated varied greatly. One school, Pittsburgh, had 520 debates; seven schools had 400 or more; five had over 300; five had between 250 and 300 debates; seventeen schools had between 200 and 250; twenty-three squads had between 150 and 200 debates; fourteen participated in 125 to 150 decision contests; thirty had between 100-125; eighteen had between 75 and 100 debates; twenty-nine had over 40 but less than 75 debates; thirty schools had 25 debates; while forty-six schools

had less than 25 debates. The smallest number reported was the University of Hawaii with one debate. Wabash College speakers participated in 128 programs to lead all the schools in that activity. Translating the debate figures into percentages, we find 45 percent of the squads had over 100 debates, 21 percent had fifty or more, and 33 percent of the schools had less than 50 debates.

The number of coaches working with the debaters varied from two schools, with one graduate assistant doing the job, to one school with eight faculty members acting as coaches. Actually, 159 of the schools have one faculty member directing the debates, 43 schools have two faculty members coaching, 31 schools have one or more faculty members plus one or more graduate assistants doing the instructing, 6 schools have three coaches, one school has four, another five, and another, as mentioned, eight. Only one school, Columbia, reported not having a designated coach.

And just as the number of coaches per squad varies, so does the teaching load time allowed for coaching debate differ at the various schools. One conclusion can be drawn from the figures reported on the amount of teaching load allowed these professors for coaching. A great many people coach debate for the love of it. Seventy-seven schools reported no time allowed as part of the teaching load, thirteen allow one hour, twenty-two allow two hours, eighty-six allow three hours, twenty allow four hours, four allow five hours, fourteen allow six hours, and two schools give nine hours credit for coaching. Of the 233 schools reporting on teaching load allowances, 54 percent allow three hours or more credit, 12 percent allow either one or two hours, and 33 percent allow no time at all. In other words, 2/3 of the schools

DEBATE PROGRAMS—AFA SCHOOLS—DISTRICT IV
(COLORADO, IOWA, KANSAS, LOUISIANA, MISSOURI, MINNESOTA, NEBRASKA,
NORTH DAKOTA, SOUTH DAKOTA, WISCONSIN)

School	State	Enrollment	Travel Budget 57-58	Source	Squad Size	Decision Debates	Programs	Coaches	Teaching Load 1 Sem.
1.	Kans.	6500	4250	SAF	40	312	26	3	3 hr.
2.	Wis.	1500	2800	SAF	30	210	4	1	3
3.	Wis.	1300	2600	SAF	22	219	4	1	0
4.	S. D.	3000	2500	SAF	25	150	4	3	1/3
5.	Mo.	2000	2500	Adm	11	106	14	2	3
6.	S. D.	700	2100	SAF	20	200	5	1	4
7.	Neb.	7000	2000	Adm	20	200	12	2	3
8.	Wis.	16500	2000	Adm	40	150	20	4	3
9.	Neb.	1500	2000	SAF	50	127	47	1	0
10.	Kans.	5700	2000	Adm	10	50	2	2	5
11.	Wis.	1132	1800	SAF	42	350	5	1	1
12.	Minn.	23000	1800	Adm	40	200	12	3	4
13.	Kans.	8321	1500	SAF		200	12	3	2
14.	Wis.	10000	1500	Adm	18	86	15	2	3
15.	Iowa	9000	1500	SAF	18	50	50	3	3
16.	Mo.	8000	1500	Adm	14	30	7	1	6
17.	Col.	5000	1472	SAF	27	165	32	3	4
18.	S. D.	500	1250	SAF	16	260	22	1	2
19.	S. D.	1300	1200	SAF	14	135	2	1	3
20.	Minn.	2700	1200	SAF	12	30	1	1	6
21.	Mo.	1700	1200	SAF	9	72	0	1	0
22.	S. D.	350	1200	SAF	25	55	5	1	2
23.	Minn.	2300	1200	SAF	12	120	4	1	2
24.	Mo.	750	1190	Adm	18	200	10	1	2
25.	Neb.	650	1150	SAF	11	90	1	1	2
26.	Col.	3000	1150	SAF	15	88	3	2	3
27.	Mo.	650	1100	Adm	16	190	5	1	0
28.	S. D.	330	1100	Adm	11	73	0	1	3
29.	Iowa	1100	1100	Adm	54	48	23	1	0
30.	Col.	700	1000	Adm-SAF	12	70	5	1	2
31.	Kans.	2150	1000	SAF	17	62	0	1	3
32.	Wis.	600	1000	Adm	6	30	1	1	3
33.	Kans.	465	900	Adm	10	41	4	1	2
34.	Minn.	1300	800	Adm	16	238	4	1	5
35.	Minn.	1400	800	Adm	33	150	2	1	5
36.	Kans.	300	800	SAF-Adm	13	150	4	1	0
37.	La.	510	800	Adm	12	100	4	1	3
38.	Minn.	1200	800	Adm	8	4	0	1	4
39.	La.	500	750	Adm	18	120	80	2	4
40.	Neb.	2450	750	SAF-Adm	8	35	2	1	3
41.	Col.	925	700	SAF	7	40	3	1	1/3
42.	Neb.	475	600	SAF	6	90	3	1	0
43.	Mo.	700	600	Adm	8	25	2	1	3
44.	Kans.	410	550	Adm	13	125	3	1	2
45.	La.	850	550	SAF	4			1	3
46.	N. D.	3300	500	SAF	8	60	3	1	3
47.	La.	725	500	Adm	6	40	1	1	0
48.	La.	430	500	Adm	8	40	3	1	5
49.	Mo.	415	500	Adm	5	21	4	1	0
50.	Kans.	200	500	SAF	10	10	2	2	0
51.	Neb.	1000	500	Adm	6	12	0	1	0
52.	Mo.	675	450	Adm	10	4	2	1	0
53.	Kans.	500	375	Adm	4	40	1	1	0
54.	Kans.	240	300	Adm	4	96	0	1	1
55.	Wis.	1000	300	Adm	4	0	0	1	0
56.	Wis.	1400	150	SAF	8	4	1	1	3

polled allow some portion of the teaching load for coaching debate.

The survey, however, did show one thing to be almost universal with the debate squads: little or no restrictions are placed on the time a student may be off campus debating. Only twenty-five of the schools reported any limitations, and most of these were generous, in some cases as many as 12 to 16 days per semester.

If the old adage "Variety is the spice of life" is true, then the conclusion that can be reached from this survey is that college debate programs are of the spiciest. For in summation, we find that 58 percent of the two hundred and forty-six schools reporting had budgets of \$1000 or more; these budgets come from one of the two sources, either direct administration appropriations (106 schools) or from student activity fees (119 schools); the size of the debate squads varied with 102 squads having 20 or more students, 79 with 10 but less than 20, and 56 squads of less than 10 debaters; 45 percent of these squads had over 100 debates, 21 percent had fifty or more, and 33 percent had less than fifty debates; one hundred and fifty-nine schools have one coach, forty-three schools have two faculty members coaching, thirty-one schools have one or more

faculty coaches, plus one or more graduate assistants, eight schools reported three or more coaches; teaching load time allowed for coaching also varies, 54 percent of the schools allow three hours or more, 12 percent allow one or two hours, and 33 percent allow no time.

The purpose of this survey was to bring together facts about intercollegiate debating not readily available to debate coaches. It is hoped that the figures presented will enable those coaches with good budgets and programs to maintain their status, and that those coaches struggling to build better programs will find here facts and figures to aid them in their endeavors. Should any coach find that he needs more explicit facts than those presented here, he is invited to write to the author, who will supply additional information if it is available from the study.

The foregoing table is for the most part self-explanatory. The schools replying have been divided according to regions. The regional scheme is the one used for the West Point tournament. The schools are ranked according to travel budgets. SAF means student Activity Fee. Adm means Administration.

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PLANS FOR A SUMMER SPEECH CORRECTION CLINIC

A. C. LaFollette

EVERYONE in a community tends to benefit from a speech and hearing clinic program. The child with a speech hearing problem has an opportunity for remedial training; young speech therapists learn first hand by working in a real clinic situation; parents and classroom teachers are given professional assistance with problems which they may be unable to solve alone; and finally the community benefits by providing its future citizens with an opportunity to become socially and economically adequate.

A successful speech correction program does not result from noble objectives alone. Success comes as a result of careful planning and preparation on the part of the director and sponsoring organization.

Consideration must be given to the need for such a program and to the possibilities for setting up a satisfactory clinic. Need involves locating children with speech problems and adults with a desire to do something about them. Setting up a clinic involves physical facilities, publicity, trained personnel, financial resources, and a well formulated plan for the clinic program.

Granted that each phase requires individual attention, an outline is submitted here for the last item listed, the clinic program.

The author, who took his Ph.D. at the University of Denver (1948), is Director, Speech and Hearing Clinic, Ohio University, at Athens. He has also been a frequent contributor to "Audio Visual Aids" in *The Speech Teacher*.

For a point of departure, it is suggested that we start with a maximum enrollment of 40 elementary school children and a staff consisting of a director and from three to six therapists. The clinic will run from 9:00 A.M. to 11:00 A.M. Monday through Friday for a period of six weeks.

I. *Group Therapy through word study.*

9:00 to 9:30

Group "A" Approximately half of children should participate in directed group activity. This part might consist of such projects as:

1. Sharing period.
2. Speech games.
3. Speech contests.
4. Structured reading period or a story period.

Group "B" The other half of the children should be divided into small groups, depending upon the size of the staff (two to five children in a group) for remedial speech lessons. Emphasis would be placed on words containing sounds found to give some of the children trouble. Little effort should be made to form groups of children with similar speech defects.

9:30 to 10:00

Group "A" This group, which participated in group activity, will now be divided into small groups and receive the same type of remedial training as group "B" had during the first half hour period.

Group "B" This group, which participated in small group therapy last period, should assemble for directed group activity such as group "A" participated in during the initial period.

Parents should be invited to observe any of the larger group sessions. When possible, periods should be set aside for parent conferences and training. Parent conferences with the director and/or therapists on the staff are essential.

One or more of the clinical staff should be assigned to give 15 minute individual speech lessons to those who require more individual instruction than can be given in the group. These children should be taken from any group or any activity for this individual training. A schedule should be set up so that they will be called for each day at the same time by the same therapist.

Other members of the clinical staff, if sufficient personnel is available, should administer articulation and audiometric tests, and make recordings of the children's voices to be used by the staff. If testing facilities are available, each child should be given a battery of psychological tests.

Individual remedial speech lessons should continue through the 9:30 to 10:00 period for those who need special attention. An effort should be made to give the entire clinical staff responsibility and experience in this as well as all phases of the remedial program.

II. *Therapy through social patterns.*

10:00 to 10:30

Groups "A" and "B" Same grouping as used in the first two periods (probably determined according to age and general development).

Emphasis in both groups should be approximately the same, though varied to fit the needs and interests of the

group. Emphasis should be placed on phrases.

This part might consist of such projects as:

1. Refreshments (the children do the serving, receiving, and acting as hostess).
2. Taking messages.
3. Planning programs and menus.
4. Group drills on speech sounds in game form.
5. Dramatizations.
6. Story time participated in by both students and clinicians.

It is desirable for each child to have a half pint of milk or orange juice in the middle of each forenoon. Plain cakes or crackers go well with the beverage. As a rule, the parents are charged enough to pay for their child's food or refreshments; and where children are unable to pay, their refreshments are paid for from surplus funds or sponsoring organizations.

III. *Therapy through emphasis on connected speech or sentences and conversation.* 10:30 to 11:00

Group "A" Approximately half of the class made up of those who have less severe defects.

Stress should be placed on sounds that have been emphasized in other sessions during the day.

Each child should be given a new word to take home for use and practice.

Selected devices, techniques and remedial methods should be employed during this period. The methods might consist of:

1. Construct stores for the children to visit and make purchases.
2. Arrange for make believe eating places where they may practice the words on the menu which they have drilled upon.

3. Social calls on their parents or the parents of other children.
4. Speech games.
5. Conversational speech.

Group "B" The remainder of the group who have more significant speech handicaps will be divided into sections "X," "Y," and "Z."

These children should go through much the same type of final session, except that they should receive more individual attention. While some of the same set-up may be needed to implement the lesson, it should be arranged so that Group "A" and these three groups should utilize the same facilities only at different parts of the half hour period.

Parents should be encouraged to visit during this half hour, or attend the class for parents when it is arranged. They should be encouraged to check up and report on the success their child has with given sounds. They should be instructed, at the time of the parent's class, how they can help with the remedial program while at home.

Individual 15 minute speech lessons should continue so that all who have severe handicaps may have one or more such sessions each day in addition to the various group experiences.

This last period may also be used for parent interviews, parent visitation, or parent classes.

THE FORUM

EXCERPTS FROM THE MINUTES OF THE ADMINISTRATIVE COUNCIL

Conrad Hilton Hotel, Chicago
28-31 December, 1958

The Administrative Council was called to order by President Elise Hahn, who announced several changes in the agenda for the Administrative Council meetings.

Loren Reid announced the deaths of Joseph O'Brien and Howard Gilkinson during the year. The Council stood in silent tribute for one minute.

The floor was opened to discussion on whom the Council wished to appoint as its member of the Nominating Committee. Rouse nominated John Black. Braden moved that the nominations be closed. Auer seconded. Dietrich called for the question, and nominations were closed.

The report of the Nominating Committee for Editor of the *Quarterly Journal of Speech* nominating Richard Murphy for Editor from 1960-62 was received from Donald Bryant. The report was adopted.

The Report of the Nominating Committee for Editor of the *Speech Monographs* was received from Jeffery Auer. Douglas Ehninger was nominated for Editor for 1960-62. Black moved to close nominations. Reid seconded. Motion passed.

President Hahn announced that the Council had been asked to express an opinion on problems of interest groups. Dietrich opened the discussion by pointing out several problems faced by the groups. It was decided to introduce in the Legislative Assembly a resolution to appoint a standing advisory committee on Interest Groups, to include the Executive Secretary, and whose chairman would be advisor to the Interest Groups, with the function of providing advice and continuity to the interest groups.

The next item of business was a petition received from the New England Speech Association and introduced by Auer requesting recognition as a regional association. After discussion, Braden moved the acceptance of the petition. Robinson seconded. Oliver moved to postpone the vote and refer the petition to a joint

discussion of the executive committees of the New England and Eastern States Speech Associations. Clark seconded. The motion to postpone passed.

Braden suggested that all reports of the present officers be accepted with gratitude. The reports of the officers and editors were accepted as written.

Executive Secretary Peterson presented his report and called to the attention of the Council the favorable surplus for 1957-58. Peterson moved that the SAA grant Emeritus Membership to Margaret Montague and C. M. Wise. Rouse seconded. Motion passed.

The next item of business was the consideration of the reports of the Advisory Committees. The Committee on Time and Place recommended the following sites and dates for future conventions: (1) Chicago in 1963 in December, (2) San Francisco or Los Angeles in 1964 in December. After discussion, Peterson suggested postponing further consideration of the report until the Monday meeting.

The Committee on Publications' recommendation that the SAA provide a maximum of \$25.00 each to Interest Groups for newsletters was referred to the Finance Committee.

Reid presented the report of the Committee on Committees. Braden moved acceptance of the report. Hance seconded. Passed. The report recommended a review of the structure and functions of the committees on Public Relations, Professional Ethics and Standards, Consultation, Publications, and Contemporary Public Address. Dietrich moved to refer the question of the need for a Committee on Public Relations to the Committee on Constitutional Revision with the recommendation that it consider the elimination of the committee. Hance seconded. Passed. The functions of the Committee on Consultation were discussed. It was suggested that the Committee on Contemporary Rhetoric and Public Address might become a part of the interest group on Rhetoric and Public Address rather than an actual committee.

The next item of business was a reconsideration of the report of the Committee on Time

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and Place. The following communication was received from the Legislative Assembly:

By a vote of 58 to 16 . . . "the Legislative Assembly recommends to the Committee on Time and Place that it seriously consider a plan for meeting between June 15 and September 1." . . . The Legislative Assembly also recommended that the Committee on Time and Place seriously consider 1) the possibility of holding the annual convention on a University campus, and 2) the desirability of meeting with the A.E.T.A. and the A.S.H.A.

Discussion followed. Murray submitted an invitation from the Denver Convention Bureau. Hahn pointed out that invitations had also been received from Minneapolis, Philadelphia, and Miami. The inadvisability of postponing the decision for another year was discussed. Oliver moved that the Council authorize and direct the holding of the 1963 convention in the month of August. Clark seconded. The motion passed. A preferential list of sites listed Denver, San Francisco, Minneapolis, and Chicago in that order. Rouse moved to postpone consideration of the decision until later, with the understanding that the Executive Secretary would investigate the places listed and report back to the group. Hance seconded. Passed.

The Report of the Committee on Assistance to Foreign Universities was presented by Bryan. Oliver recommended that the Council make a grant of \$500 to the committee to provide for the sending of books. Hance moved to refer the recommendation to the Finance Committee. Rouse seconded. Passed.

President Hahn read the following communication from the Legislative Assembly: ". . . that the Legislative Assembly request the president of the Speech Association of America to appoint a person to serve in 1959 for one year on a temporary basis to advise the Interest Groups." She announced that she would like to appoint Wilbur Gilman to serve as the advisor, contingent on his agreement.

Auer presented the report of the Advisory Committees on Professional Ethics and Standards. Hance moved that the Executive Vice President be authorized to appoint an *ad hoc* committee for the purpose of drafting a code of professional ethics and standards to report to the total Committee on Professional Ethics and Standards. Seconded and passed.

Peterson reported regarding a time and place

for the 1963 convention that the Denver Hilton could accommodate the SAA in August, 1963, and would provide facilities similar to those of Hilton in Chicago. Oliver moved to hold the 1963 convention in August in Denver. Fest seconded. The original motion was amended to instruct the Executive Secretary to select the week in August which provides least conflict between summer school dates and high school opening dates; and that, if there must be a conflict, that dates be chosen which will not conflict with the high schools. The motion as amended passed.

President Hahn asked for recommendations on the 1964 convention. Fest suggested postponing action until next year. Braden moved to table the motion. Dietrich seconded. Passed.

Wallace presented the Report of the Finance Committee and moved that the Council approve the revised budget for 1958-59 and the tentative budget for 1959-60. Rouse seconded. Passed.

The report of the Committee on Constitutional Revision was presented by Kramer. Hance announced that the Legislative Assembly had unanimously accepted all but one item. Kramer explained the reasons for the various amendments and moved acceptance of the report of the Committee. Auer seconded. Passed.

Hahn announced that Wilbur Gilman had accepted the post as advisor to interest groups.

Hahn read a request made by the Executive Committee of the Legislative Assembly; that it be recommended to the Council that if presently pending revisions of the constitution and the by-laws are approved the entire Constitution and By-Laws be republished. Rouse moved to request the editors of the *Speech Teacher* and the *Quarterly Journal* to print the revised Constitution and By-Laws at the earliest possible time. Auer seconded. Fest moved to amend so that the motion would read, "to request the editors and the Executive Secretary to consult as to the best way to print this so as to bring it to the attention of all members of the Association." Wallace seconded. Amendment passed. Motion passed.

The report of the Committee on Awards was received. Auer moved that the request of the committee to be discharged be accepted. Wallace seconded. Passed.

President Hahn read suggestions from the Executive Committee of the Assembly. (1) It had been moved that the Administrative Council be requested to authorize secretarial help

and duplicating equipment suitable for handling action reports and other business of the Assembly. Rouse moved that the request be submitted to the Executive Secretary. Auer seconded. Passed. (2) It had been moved that the Executive Committee recommend that the roster of the Executive Committee be printed in all communications in which lists of officers and committees are printed. Rouse moved to accept the request and submit it to the Executive Secretary. Auer seconded. Passed.

Dr. C. R. Van Dusen invited the SAA to Miami for a future convention. Rouse suggested that Van Dusen be commended for his invitation and presentation.

The meeting was adjourned.

BUSINESS MEETING

Sunday, December 28—2:00-2:30 p. m.

Kenneth Hance called the joint meeting of the Legislative Assembly and the Administrative Council to order and turned the meeting over to President Hahn. She introduced Karl Wallace, Chairman of the Finance Committee, who presented the Committee report. Peterson answered several questions from the floor concerning the report.

Wallace commended the work of the Executive Secretary on behalf of the Finance Committee. Hahn turned the meeting back over to Hance, who adjourned the joint meeting.

BUSINESS MEETING

Wednesday, December 31—1:00 p. m.

President Hahn opened the meeting at 1:15.

Hance moved that the SAA express its appreciation to Wayne Thompson for his outstanding work as Clerk of the Legislative Assembly for three years and for his willingness to serve as clerk for another three years. Dietrich seconded. Passed.

Dietrich moved that the SAA express its gratitude to the various members of the local coordinating and arrangements committees. Seconded and passed.

The next item of business was the installation of new officers. President Hahn spoke of her gratitude for the three years of service as an officer. She then passed the gavel to John Dietrich, the new President. He expressed his personal appreciation to Hahn and introduced the new officers.

President Dietrich then called for new business. Brigrance asked permission of the SAA to find money to bring out another printing of

the volumes of *History and Criticism of American Public Address*. Braden moved that Brigrance be authorized to attempt to raise money for this project with the gratitude and thanks of the Association. Hahn seconded. Passed.

Cortright moved to vote special gratitude and thanks for the splendid job as President of Elise Hahn. Hance seconded. Passed.

Carl Pitt raised the question of whether, in view of the fact that at the last session of Congress legislation was passed for the carrying out of certain studies in science and language, the SAA should make an attempt to have speech involved in any further such legislation. Bryant moved that the attention of the Executive Vice-President be called to this matter. Brigrance seconded. Passed.

Braden moved adjournment. Wallace seconded. Passed at 1:30.

BUDGETS SUBMITTED BY FINANCE COMMITTEE AND APPROVED BY ADMINISTRATIVE COUNCIL AND LEGISLATIVE ASSEMBLY AT THE 1958 CONVENTION

	Revised Budget '58-'59	Tentative Budget '59-'60
<i>Publications:</i>		
<i>QJS</i>	\$13,000.00	\$14,000.00
<i>Speech Monographs</i>	5,200.00	5,400.00
<i>Speech Teacher</i>	7,500.00	8,000.00
<i>Annual Directory</i>	4,000.00	4,500.00
<i>Special Printing</i>	850.00	900.00
<i>Purchase of Old Copies</i>	500.00	500.00
<i>Printing and Mimeographing:</i>		
<i>Stationery</i>	750.00	750.00
<i>New Solicitations</i>	1,000.00	1,000.00
<i>Renewals</i>	500.00	500.00
<i>Placement</i>	500.00	500.00
<i>Convention</i>	3,000.00	3,000.00
<i>Personnel:</i>		
<i>Officers and Committees</i>	1,750.00	2,000.00
<i>Secretary and Clerical</i>	18,500.00	20,000.00
<i>Dues and Fees:</i>		
<i>American Council on Education</i>	200.00	200.00
<i>AETA Share of Convention Fee</i>	500.00	350.00
<i>Commissions and Discounts</i>	2,500.00	2,750.00
<i>Bank Charges</i>	100.00	100.00
<i>Secretary's Bond and Audit</i>	365.00	365.00
<i>Other Expenses:</i>		
<i>Postage and Distribution</i>	3,000.00	3,900.00
<i>Binding</i>	650.00	700.00
<i>Telephone and Telegraph</i>	300.00	300.00
<i>Insurance</i>	150.00	150.00
<i>Convention Expense</i>	3,500.00	3,500.00
<i>Depreciation</i>	1,200.00	1,200.00
<i>Provision for Doubtful Accounts</i>	500.00	500.00

Office Supplies and Service	1,850.00	2,000.00
Reserve Fund for Perm. Headquarters	3,000.00	3,000.00
TOTAL EXPENSES	\$74,865.00	\$79,465.00
REPLACEMENT OF OLD AND PURCHASE OF NEW EQUIPMENT	\$ 800.00	\$ 800.00
PURCHASE CAR LOAD OF PAPER	5,200.00	

EXCERPTS FROM THE MINUTES OF THE MEETINGS OF THE LEGISLATIVE ASSEMBLY

The Second Vice-President, Kenneth Hance, called the meeting to order at 11:05.

The speaker stated that the Executive Committee had recommended Paul Carmack as Parliamentarian. There were no nominations from the floor. Gilman moved that nominations be closed and that the Clerk be instructed to cast a unanimous ballot for Carmack. Seconded. Passed.

The Assembly, upon the suggestion of the Speaker, rose in silent tribute to the memories of Joseph O'Brien and Howard Gilkinson.

The minutes as summarized in *The Quarterly Journal of Speech and Speech Teacher* were declared approved.

The Executive Vice-President reported that the New England Speech Association had requested recognition. Bohman moved that the Legislative Assembly recognize the New England Speech Association as regional association. Oliver moved that action be postponed for one year. Seconded. The motion to postpone was lost 35-30. Penn moved that the main motion be referred to a committee of five to be appointed by the Speaker and that the committee report at the 1959 convention. Seconded. The motion to commit was carried 47-12.

Cortright asked the Executive Vice-President what action was being taken concerning the proposed change in North Central certification requirements. Erickson moved that the issue be taken up by the Legislative Assembly. Seconded. Passed. Arnold moved that the Speaker appoint a committee to draft a resolution to present to the Legislative Assembly. Seconded. Passed. The Speaker appointed Wynett Barnett and Marceline Erickson to serve with Rupert Cortright (chairman) on the committee.

Wofford Gardner as chairman reported for the Resolutions Committee.

Action Report A recommending that the Consultation Committee investigate the possibility

of including a section in speech on the National Teacher Examinations and also investigate the present status of speech in the Graduate Record Examination was approved by the Assembly.

The Assembly approved Action Report B which recommended to the Committee on Time and Place that it seriously consider a plan for meeting in alternative years between June 15 and September 1 on a university campus. The Assembly also recommended that the Committee on Time and Place consider the desirability of meeting with the AETA and ASHA.

Approval was given to Action Report C recommending to the Committee on Professional Ethics and Standards the desirability of drafting a code of ethics and standards for the Speech Association of America.

Action Report D recommending to the Administrative Council the request that no official mail ballot of the Association require the signature of the member, and that instead each return envelope have a line for a signature on the outside with the understanding that the signature would be checked without reference to the ballot in the envelope.

Action Report E was not reported out by the Committee on Resolutions.

The Assembly approved Action Report F which recommended that the Interest Groups adapt the policy that abstracts or outlines of papers and speeches to be presented to the committee should be submitted to sectional chairmen one month in advance of the convention.

The Assembly further approved Action Report G which requested the Executive Secretary to inform, by the most appropriate means, all members of the Association concerning the resolution of the Legislative Assembly which "endorses the principle that members of the Association should, whenever possible, limit themselves to the presentation of a single paper during the programs of a convention."

No action was taken on Action Report K.

Auer reported that the Committee on Professional Ethics and Standards recommended that the Legislative Assembly not endorse any of the items in Action Report L. The Assembly voted to uphold the position of the Committee.

The Chairman of the Tellers Committee reported that the Nominating Committee of the Legislative Assembly for 1959 will be Carroll Arnold (chairman), Wayne Eubank, Claude Kantner, Upton Palmer, and David Potter.

The Speaker announced the appointment of the following committees to consider the advisability of granting recognition to the New England Speech Association as a regional association. George Bohman (chairman), Wayne Eubank, Mary Louise Gehring, Magdalene Kramer, and Wofford Gardner.

The Legislative Assembly approved Action Report H which recommended to the Administrative Council that the editors of *The Quarterly Journal of Speech* and *The Speech Teacher* provide for the Executive Secretary a special section of each issue of the journals which would be reserved especially for, and limited to, the publication of amendments, minutes of meetings, reports of Association committees, notices, and other official business of the Association.

The Assembly approved Action Report I granting Emeritus Membership to Margaret Montague and Claude M. Wise.

The Legislative Assembly approved Action Report J which recommended that the Executive Vice-President consult with the Interest Group in Speech in the Secondary Schools and with the appointed officers of A.E.T.A. concerning the resolution of the Western Speech Association regarding the status of required courses in speech in the secondary schools.

Magdalene Kramer reported for the Committee on the Revision of the Constitution. Oliver moved that the Legislative Assembly approve the changes in the constitution and the by-laws as submitted by Kramer. Arnold moved to amend the motion by excepting from the motion to approve the revision pertaining to Article IX, section 8, line 18. Seconded. Passed. The motion as amended was passed.

James McBath, chairman, reported for the Tellers Committee. The elected candidates were as follows:

For the representative to serve on the SAA Nominating Committee: William Howell

For representatives to serve on the SAA Committee on Committees: P. Merville Larson, Gladys Borchers, Rupert Cortright.

For representatives of interest groups on the Executive Committee: Giles Gray, George V. Bohman.

For representatives of geographical areas on the Executive Committee: Eastern: Carroll Arnold; Central: Charles Balcer; Southern: Mary Louise Gehring; Western: William McCoard.

Rupert Cortright, as chairman of the Special Committee on Certification Requirements of

the North Central Association, made the following motion: "This Assembly urges and authorizes its Speaker to appoint a committee, including the ablest and most broadly representative professional personnel available, to study the proposals of the North Central Association for teacher certification in speech; and this Assembly further authorizes said committee: (1) to take all action necessary to gain the support of other educational groups, and (2) to work with the North Central Association in achieving our mutual goals in speech education through reasonable and fair standards of teacher certification." Seconded. Passed.

Kramer recommended that no action be taken on the constitutional revision pertaining to article IX, section 6, line 18.

Cowperthwaite made the following motion: "To add a new standing committee, to be known as the Interest Group Advisory Committee. This Committee shall be composed of a chairman, the Executive Secretary of SAA, and three members representing three different interest groups, the committee membership to be nominated by the Committee on Committees and confirmed by the Legislative Assembly. It shall act in an advisory capacity to interest groups on matters pertaining to interest group organization, standard operating procedures, and shall serve as a liaison between and among interest groups." The motion was seconded. Palmer moved to amend by substituting the following motion: "Be it resolved by the Legislative Assembly that the appropriate section of the SAA Constitution be amended so that the Committee on Committees shall name a person to be known as the Interest Group advisor. This person shall act in an advisory capacity to interest groups on matters pertaining to interest group organization and standard operating procedures, and shall serve as a liaison between and among interest groups." Seconded. Cromwell moved to insert the phrase "for a period of three years" after "name a person." Seconded. Passed. The substitute motion was passed. The main motion as amended was passed.

Bohman moved that the Legislative Assembly request the President of S.A.A. to appoint a person to serve in 1959 for one year on a temporary basis to advise the interest groups. Seconded. Passed.

Cortright moved that the meeting adjourn. Seconded. Passed.

PROPOSED AMENDMENTS TO THE CONSTITUTION

Amend Article VI, Section 1. Line 13, regarding the duties of the President of the Speech Association of America, by inserting after the phrase "during his term of office;" the following: "in the event of the disability, death or resignation of the Executive Vice-President, the Executive Secretary, or the Editor or any of the publications, he [the President] shall appoint a special nominating committee to name a member to fill the unexpired term, the nomination to be approved by the Administrative Council by mail ballot;"

Amend Article VIII, Section 3. Line 28, concerning the duties of the Administrative Council, by deleting the phrase "shall consider liaison activities for the Association" and inserting "shall consider liaison problems relative to the administration of the Association."

Amend Article VIII, Section 4. Line 8, by inserting after the phrase "its decisions" the following: "between annual meetings." The effect of this addition is to make clear that the only decisions subject to revision by a two-thirds vote of the members of the Legislative Assembly present at any annual meeting of the Association are those decisions made between annual meetings.

Amend Article IX, Section 2. Line 7, by deleting the word "report" and inserting the word "reports"; deleting the semicolon after "Finance Committee," and inserting the following: "and of the Committee of Time and Place;" so that this line will read: "[The Legislative Assembly] . . . shall meet jointly with the Administrative Council to receive and consider the report of the Finance Committee and the Committee on Time and Place."

Amend Article IX, Line 19, concerning the duties of the Legislative Assembly, by inserting after the word "Committees;" the following: "shall receive the reports of the Committee on Public Relations and of the Project Committees;"

Amend Article IX, Section 3, to read as follows: "The standing committees of the Legislative Assembly shall be the Committee on Credentials, the Committee on Resolutions, and the Committee on Rules. The Committee on Credentials shall be composed of a chairman and four other members of the Legislative Assembly, to be nominated by the Committee on Committees and confirmed by the Legislative Assembly. The Committee on Credentials shall receive

from the Executive Secretary the list of official delegates and shall certify these delegates by issuing official badges entitling them to the floor of the Assembly. The Committee on Resolutions shall be composed of a chairman and four other members of the Legislative Assembly, to be nominated by the Committee on Committees and confirmed by the Legislative Assembly. The Committee on Resolutions shall draft resolutions and, with the concurrence of the Executive Committee, shall present resolutions to the Legislative Assembly. It shall receive for consideration and possible presentation as resolutions to the Assembly proposals from individual members and/or groups in the Association, or by referral, proposals from the Legislative Assembly, from the Executive Committee of the Legislative Assembly, from the Interest Groups, from Committees of the Association, and/or from the Administrative Council. The Committee on Rules shall be composed of the Parliamentarian as Chairman, the Speaker, the Clerk, and two other members of the Executive Committee appointed by the Speaker. It shall formulate and recommend to the Assembly procedures which relate to such matters as definitions of functions and methods of keeping actions in harmony with the letter and intent of the Constitution and By-Laws."

Amend Article IX, Section 4, by deleting Section 4 and inserting the following: "The Legislative Assembly shall meet at the time and place of the annual meeting of the Association, and shall hold its major sessions prior to the convention program."

Amend Article IX, Section 6, lines 18 to 28, concerning the duties of the Executive Committee of the Legislative Assembly to read as follows: "The Executive Committee shall prepare the agenda for the annual meeting of the Assembly; shall review and approve, amend, or disapprove the resolutions drafted by the Committee on Resolutions; shall carry out the instructions of the Assembly; shall nominate the Parliamentarian of the Assembly; shall report the actions of the Assembly to the Administrative Council; shall act upon proposals in Interest Groups concerning projects, services, questionnaires, and meetings between conventions; and shall fill vacancies on Assembly Committees when they occur."

Amend Article X, Section 8, to read: "Each Interest Group shall elect one member to serve as a delegate in the Legislative Assembly and one member to serve on the Committee on Professional Ethics and Standards. The delegate

shall represent the Group in the deliberations of the Assembly and shall report to the Group actions by the Assembly affecting the Group. The member of the Committee on Professional Ethics and Standards shall represent the Group in the deliberations of the Committee and shall report annually to the Group."

Amend Article X by adding, after Section 11, Section 12. "Interest Groups may establish, for the Administration of their activities, by-laws consistent with the Constitution and the By-Laws of the Association. The by-laws should be submitted to the Administrative Council and filed with the Executive Secretary."

Amend Article XI, Section 2, lines 10 and 11 by deleting the phrase "the Committee on Professional Ethics and Standards." The effect of this amendment is to remove the Committee on Professional Ethics and Standards from the list of committees whose members are appointed by the Committee on Committees.

Amend Article XI, Section 7, regarding the Committee on Public Relations, by inserting at the end of the section the following: "The Committee shall report both to the Administrative Council and to the Legislative Assembly."

Amend Article XI, section 8, concerning the Committee on Time and Place, by inserting at the end of the section "The Committee shall inform the Legislative Assembly of its recommendations."

Amend Article XI, section 9, to read as follows: "Project Committees, authorized by the Administrative Council, shall undertake special projects and shall report annually to the Administrative Council, and to the Legislative Assembly. The chairmen of the Committees shall be designated by the Committee on Committees."

Amend Article XII by substituting for the present Section 2 the following: "All proposed amendments shall be submitted to the Committee on Resolutions to be transmitted without recommendation to the Legislative Assembly for consideration," and by changing the number of the present Section 2 to "Section 3," and by changing the number of the present Section 3 to "Section 4."

Amend Article XIII by deleting Article XIII in its entirety.

These amendments were passed by the Legislative Assembly and the Administrative Council at their meetings in Chicago, December 1958. Final action on the proposed amendments will be submitted to the membership by means

of a printed ballot. The following amendments to the Constitution have been proposed in petition signed by more than 25 members of the Speech Association of America.

Amend Article X, Section 13 as follows: "An advisor to Interest Groups shall be appointed by the Committee on Committees for a term of three years. He shall act in an advisory capacity to Interest Groups in matters pertaining to organization and standard operating procedures and shall serve as a liaison between and among Interest Groups. He shall report to the Executive Secretary and to the Legislative Assembly."

Amend Article XI, Section 2, to add the following sentence: "The Committee shall recommend to the Administrative Council and to the Legislative Assembly a nominee for Advisor to Interest Groups."

Amend Article X, Section 6, line 3, to delete the period and to add the following: "and shall keep the Advisor to Interest Groups informed concerning the activities of the Interest Group."

AMENDMENTS TO THE BY-LAWS

Amend Article III by inserting the word "Association" before the phrase "Nominating Committee," in Section 2, Line 5 and Section 3, Lines 1, 12, 38, 43, 49, 56, 64, and 98.

Amend Article III, Section 3, paragraph 9, to read as follows: "The Chairman of the Committee shall check with the Executive Secretary on the status of the membership of all nominees. In cooperation with the Executive Secretary he shall determine the willingness of each nominee to serve. The report of the Committee shall be published in the second issue of *The Quarterly Journal of Speech* and of *The Speech Teacher* following the election of the Committee."

Amend Article III, Section 4, to read as follows: "Any twenty-five members of the Association may make additional nominations by submitting them to the Executive Secretary not later than thirty days after the publication of the report of the Association Nominating Committee. These nominations shall be published in the next issue of *The Quarterly Journal of Speech* and of *The Speech Teacher*."

Amend Article III by inserting as a new Section 5 the following: "The Assembly Nominating Committee shall consist of five members of the Assembly in attendance at the convention, each from a different institution, and the five representing the four geographical areas. A per-

son who has served on the Assembly Nominating Committee during the previous two years shall be ineligible to serve on the Committee. The Assembly Nominating Committee shall be elected by preferential ballot. At the first meeting of the Assembly at the convention preceding the one in which the Committee positions to be filled fall vacant, the Nominating Committee shall nominate candidates for Committee posts which the Assembly is authorized to fill by election. Each member of the Assembly shall be entitled to cast a ballot on which he lists the names of five eligible candidates for the Nominating Committee. The one member of the Association Nominating Committee to be elected by the Legislative Assembly shall be elected by preferential ballot in the Assembly. The member elected shall be ineligible to serve on the Assembly Nominating Committee," and by changing the number of the present Section 5 to "Section 6," the number of the present Section 6 to "Section 7," the number of the present Section 7 to "Section 8," the number of the present Section 8 to "Section 9," and the number of the present Section 9 to "Section 10."

Amend Article III by adding a new Section 11 as follows: "If an editor of any one of the official publications of the Association should die or become disabled before he has completed two years of service, a new editor shall be elected to complete the original three-year term. If an editor should die or become disabled after he has served two years or longer, then the editor-elect shall be asked to assume the editorship for the balance of the deceased or the disabled editor's term as well as for his own three-year term."

Amend Article IV by deleting the present Section 5 and inserting the following: "Section 5. A delegate to the Assembly elected from a geographical area shall complete his term in the Assembly even though he changes his geographical area of residence before the expiration of his term."

Amend Article V, Section 5, to read as follows: "At each annual meeting five members of the Interest Group shall be elected to serve as the Nominating Committee of the Interest Group for the following year. No more than one member of the Committee shall be chosen from any state or territory. No member shall be eligible to succeed himself. The Committee shall nominate two candidates for Vice-Chairman, two candidates for Secretary, two candidates for the new member of the Advisory Com-

mittee, two candidates for the delegate to the Legislative Assembly, and two candidates for the representative on the Committee on Ethics and Standards. The Secretary of the Interest Group shall report the results of the election to the Executive Secretary of the Association."

COMMITTEES FOR 1959

The name of the chairman of the Committee appears first.

NOMINATING COMMITTEE

Nominating Committee: Donald Bryant, John Black, John Dietrich, H. Clay Harshbarger, William Howell.

ADVISORY COMMITTEES

Committee on Committees: Elise Hahn, J. Jeffery Auer, Gladys Borchers, Donald C. Bryant, Rupert Cortright, John Dietrich, John Black, Kenneth Hance, P. Merville Larson, Karl Robinson, Owen Peterson, Ralph Nichols.

Finance: Karl Wallace (chairman until June 30), Waldo Braden (chairman after July 1), Kenneth G. Hance, Owen Peterson, J. Jeffery Auer (effective July 1).

Publications: T. Earle Johnson, (1 yr.), Leeland Griffin (2 yrs.), Donald C. Bryant, Karl Robinson, John Black, Owen Peterson, Samuel Becker (3 yrs.).

Time and Place: Magdalene Kramer (1 yr.), Wayne Thompson (2 yrs.), Elise Hahn (3 yrs.), Owen Peterson.

Public Relations: John Wright, (1 yr.), Robert Haakenson (2 yrs.), J. Jeffery Auer, John Dietrich, Owen Peterson.

Consultation: Karl Wallace, Thomas Rouse, Lester Thonssen, Loren Reid, Elise Hahn, J. Jeffery Auer, Owen Peterson.

Professional Ethics and Standards: J. Jeffery Auer and one member to be named by each Interest Group.

COORDINATING COMMITTEES

Committee on Cooperation between SAA and Related Organizations: John Dietrich, and presidents of AETA, AFA, ASHA, and NSSC.

Committee on Cooperation between SAA and Regional Associations: J. Jeffery Auer and the presidents of CSSA, WSA, SSA, SAES, and PSA.

SERVICE COMMITTEES

Contemporary Public Address: Robert C. Jeffery, John W. Bachman, A. Craig Baird, Milton Dickens, Frederick W. Haberman, Harold F. Harding, N. Edd Miller, Gordon I. Thomas,

Ralph Richardson, Eugene E. White, Thomas F. Daly. (Consultant, *Vital Speeches of the Day*).

International Discussion and Debate: Franklin R. Shirley, Wayne E. Eubank, Mary Louise Gehring, Martin J. Holcomb, James H. McBath, Robert P. Newman, Brooks Quimby. (Consultant from the Institute on International Education).

Committee on Archives: L. LeRoy Cowperthwaite, A. Craig Baird, Paul Boase, Giles Wilkeson Gray, Owen Peterson, Earl Wiley.

Committee on Recruitment and Supply: Leroy T. Laase, Elton Abernathy, Fred Alexander, Marceline Erickson, Evelyn Konigsberg, George Lewis, Virginia Miller, Wanda B. Mitchell, Waldo Phelps, David C. Phillips, Loren Reid, Hugh Seabury.

Intercollegiate Discussion and Debate: Winston L. Brembeck will be the SAA representative until January 1, 1961. The other members of the committee are representatives of AFA, DSR, PKD, PRP, TKA.

STUDY COMMITTEES

Problems in Graduate Study: H. P. Constans, Wallace A. Bacon, Oscar G. Brockett, Marie Hochmuth, Claude E. Kantner, Franklin H. Knowler, Charles W. Lomas, Wilbert Pronovost.

Problems in Teaching Speech in the Armed Forces: Joseph H. Mahaffey, George F. Batka, Francis Cartier, Clair R. Henderlinder, James H. McBath, Eugene S. Myers, Warren C. Thompson.

PROJECT COMMITTEES

Committee on Biographical Dictionary of Speech Education: Giles W. Gray, Edyth Renshaw, Douglas Ehninger.

Volume of Studies of Public Address on the Issue of Anti-Slavery and Disunion, circa 1860: J. Jeffery Auer, A. Craig Baird, Henry L. Eubank, Sr.

Volume of Studies in the Colonial Period of American Public Address: George V. Bohman, Orville Hitchcock, Ernest J. Wrage.

Volume of Studies in Southern Oratory: Waldo Braden, J. Jeffery Auer, Lindsey S. Perkins.

Volume of Studies of the Speaking of the Age of the Great Revolt, 1870-1898: Lindsey S. Perkins, Robert G. Gunderson, Hollis L. White.

Ad Hoc COMMITTEES

Assistance to Foreign Universities: Martin Bryan, Laura Crowell, Leslie R. Kreps, Sumner Ives, Robert T. Oliver, C. M. Wise.

Constitutional Revision: Magdalene Kramer, Carroll C. Arnold, John Dietrich, Wilbur E. Gilman, Lester Thonssen.

COMMITTEES OF THE LEGISLATIVE ASSEMBLY

Credentials: William Sattler, Virginia Miller, Mardell Ogilvie, Charles Redding, John Wilson.

Resolutions: Martin Andersen, Albert Croft, Wofford Gardner, Elbert Harrington, Wilbur Moore, Edgar Willis.

Executive Committee: Johnnye Akin, Carroll C. Arnold, Charles Balcer, Donald E. Bird, George V. Bohman, Wayne C. Eubanks, Mary Louise Gehring, Giles W. Gray, Frederick Haberman, Paul D. Holtzman, Kenneth O. Johnson, Claude Kantner, Lawrence Kasdon, Robert Kully, William McCoard, H. Hardy Perritt, David Phillips, Claude Shaver, Donald K. Smith, Wayne N. Thompson, Margaret Wood.

REPORT ON ELECTION OF THE 1959 NOMINATING COMMITTEE

On the first ballot for the 1959 Nominating Committee, a total of 645 ballots were received with 274 different persons receiving votes. The twelve receiving the most votes were: Elton Abernathy, Donald C. Bryant, Milton Dickens, Wilbur F. Gilman, Robert G. Gunderson, H. Clay Harshbarger, William S. Howell, Richard Murphy, Robert T. Oliver, Claude L. Shaver, Ernest J. Wrage, W. Hayes Yeager.

On the second ballot, 1090 valid votes were cast for the twelve candidates. In tabulating the votes by the Hare system of proportional representation, the following three persons were selected for the 1959 Nominating Committee:

Donald C. Bryant, *State University of Iowa*
H. Clay Harshbarger, *State University of Iowa*
Robert T. Oliver, *Pennsylvania State University*

At the 1958 Convention, the Administrative Council selected John Black, Ohio State University, and the Legislative Assembly selected William Howell, University of Minnesota, as the other two members of the committee.

INTEREST GROUP OFFICERS—1959

Administrative Policies and Practices

Chairman: Wofford Gardner
Vice-Chairman: Gordon Hostettler
Secretary: Wayne C. Eubank
Advisory Committee: Horace Rahskopf, J. Jeffery Auer, Ralph McGinnis
Delegate to Legislative Assembly: Harold Weiss

Representative on Committee on Ethics: H.
P. Constans

American Forensic Association

C: Robert P. Newman
V-C: Victor M. Powell
S: Robert O. Weiss
A: Herbert James, Austin Freeley, William S.
Howell
D: Robert Kully
R: William Clark

Business and Professional Speaking

C: James N. Holm
V-C: Raymond S. Ross
S: Francis E. X. Dance
A: Thomas Dahle, Harold P. Zelko, Wesley
Wiksell
D: William Haney
R: N. B. Beck

Discussion and Group Methods

C: Franklyn S. Haiman
V-C: Thorrel Fest
S: Martin Andersen
A: Donald Smith, Laura Crowell, William
Howell
D: Victor Harnack
R: Carl Pitt

General Semantics and Related Methodologies

C: Wilbur Moore
V-C: William Conboy
S: William Elsen
A: Elwood Murray, Wendell Johnson, Merton
Babcock
D: John Brillhart
R: John Newman

High School Discussion and Debate

C: Ralph McGee
V-C: James M. Hill
S: Una Lee Voight
A: Malcolm Bump, George Z. De Bell, Gene
Duckworth
D: Ivan L. Rehn
R: Nancy Weir

History of Speech Education

C: Marceline Erickson
V-C: Milton Wiksell
S: Goodwin F. Berquist, Jr.
A: John T. Rickey, Giles W. Gray, Edyth
Renshaw
D: Marceline Erickson
R: Robert Clark

Interpretation

C: Melvin R. White
V-C: Keith Brooks

S: Chloe Armstrong
A: Elbert Bowen, Tony Ostroff, Francine
Merritt
D: Keith Brooks
R: L. Lamont Okey

Parliamentary Procedure

C: Giles W. Gray
V-C: Thomas A. Hopkins
S: William Tacey
A: H. Barrett Davis, Paul Carmack, Emogene
Emery
D: Thomas A. Hopkins
R: Giles W. Gray

Personal and Social Psychology

C: Jack Matthews
V-C: William Sattler
S: Robert Goyer
A: Andrew Weaver, Wallace Fotheringham,
Donald Sikkink
D: Raymond Ross
R: Franklin H. Knower

Radio-Television-Film

C: Robert Haakenson
V-C: James Lynch
S: Robert Crawford
A: Bruce Linton, John Ulrich, Robert
Summers
D: Tom Battin
R: Wayne Bundy

Rhetoric and Public Address

C: Marie Hochmuth
V-C: Frederick Haberman
S: Wayne Minnick
A: Robert Clark, A. Craig Baird, Waldo
Braden
D: George Bohman
R: Charles Lomas

Speech and Hearing Disorders

C: Dorothy Eckelmann
V-C: Bernard Schlanger
S: Charlotte E. Cleeland
A: John P. Moncur
D: Jay Sanders
R: Richard L. Schiefelbusch

Speech for Foreign and Bilingual Students

C: Claude L. Shaver
V-C: James W. Abel
S: Klonda Lynn
A: A. T. Cordray, Eva Currie, Klonda Lynn
D: Klonda Lynn
R: Elizabeth Carr

Speech for Religious Workers

C: John Rudin
V-C: Lowell McCoy

S: Roy Umble
 A: W. C. Craig, Charles Weniger, Alfred
 Edyvean
 D: William Clark
 R: Paul Brandes

Speech in the Elementary Schools

C: James White
 V-C: Jean Ervin
 S: Marcella Oberle
 A: Carrie Rasmussen
 D: Ellen Kauffman
 R: Evelyn Steele

Speech in Secondary Schools

C: Freda Kenner
 V-C: Ralph Lane
 S: Doris Niles
 A: Yetta Mitchell, Milton Dobkin, Edna
 Gilbert

D: Evelyn Konigsberg
 R: Gladys Borchers

Undergraduate Speech Instruction

C: Robert S. Goyer
 V-C: Elton Abernathy
 S: Jean Mayhew
 A: Dana Woodbridge, Stanley F. Rutherford,
 Bernard Phelps
 D: Robert S. Goyer
 R: Theodore F. Nelson

Voice, Phonetics, and Linguistics

C: Shelia Morrison
 V-C: Elizabeth Carr
 S: H. Hardy Perritt
 A: Hilda Fisher
 D: Clinton Bradford
 R: Claude M. Wise

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BOOK REVIEWS

Donald H. Ecroyd, *Editor*

There are various reasons why people read a Book Review column such as this one. There is the hope of finding new and interesting materials. There is the desire to compare judgments on published works. There is even that inner urge of curiosity which causes some of us to read almost anything our eyes fall upon. Since the purposes of his readers furnish no automatic focus, one of the very real tasks of any Book Review editor is to find for himself and his column some particular point-of-view which he can use. In other words, the column becomes a sort of extension of the editor's own educational philosophy, subject to his own insight and experience for its excellence or weakness. It is with this sobering fact in mind that I make for you—and for myself—some statement of what I think I am doing.

The *Speech Teacher* is by definition designed to provide practical help to the classroom teacher of speech. The term, "classroom teacher," however, is not an especially precise one. (In speech, the teacher's subject interest can vary from the fine art of acting to the science of acoustics; from the historical and literary criteria of criticism to the psychological and sociological criteria of therapy. His teaching skills may be applied to children in the early grades, or to advanced graduate students in erudite seminars.) Therefore, even when the audience for this column is narrowed to "classroom teachers of speech," that narrowing can be only a relative process. It is also true that books which will prove helpful to the classroom teacher need not always be formal texts. All of us are asked to recommend "self-help" books to others and all of us read in order to broaden our own horizons.

This editor therefore, believes that he can justify the inclusion of reviews of many different kinds of books on various aspects of our subject. The primary group of book which will be reviewed in this journal, however, are books designed to serve as speech texts. In addition to these reviews, other books, thought to be potentially useful to the teacher in his classroom job, will be briefly noted. You will find below some comments of each type.

REPRESENTATIVE AMERICAN SPEECHES:

1957-58. Edited by A. Craig Baird. New York: The H. W. Wilson Company, 1958; pp. 208. \$2.00.

THE WORLD'S GREAT SPEECHES. Edited by

Lewis Copeland and Lawrence Lamm. New York: Dover Publications, Inc., 1958; pp. xix+754. \$2.49 (paperback).

These two books will find immediate use. This is the twenty-first in the series edited by Dr. Baird, and includes his usual introductory paragraphs. Each issue of this series provides in its way a documented history of the year. The Copeland and Lamm book is a revision of an earlier work with which many of you are already familiar. The speeches are not complete, but the selected passages are for the most part well-chosen, and the wide range of 255 speeches by 216 speakers, from Pericles to Eisenhower, makes the book invaluable as a reference work.

THE LOG-CABIN CAMPAIGN. By Robert

Gray Gunderson. Lexington: The University of Kentucky Press, 1957; pp. xi+292. \$7.50.

The 1840 campaign of William Henry Harrison and John Tyler for the Presidency was the first to use the modern techniques of campaign by circus and commotion. The materials of the book are fascinating, filling it with the flavor of a flamboyant period. The account is well-organized, and readable, though never far from a footnote.

SELECTED READINGS IN CURRENT PROBLEMS. Edited by Harry P. Kerr. Privately

printed by Harry P. Kerr, 98 Forest Street, Arlington, Mass.: 1958; pp. vii+99. \$1.00.

Centering around the three large topics of segregation, freedom of expression, and education, Harry P. Kerr of Cornell has organized a collection of readings designed to serve as "a source book of ideas for speeches." The writers and speakers chosen are well-known, well-qualified, and literate. Each group of readings is preceded with a group of questions designed to stimulate thought and discussion.

SPEECH IN THE PULPIT. By P. E. Sangster. New York: Philosophical Library, 1958; pp. xii+84. \$2.75.

This book is a brief series of sketches concerning various aspects of public speaking from the pulpit. It suffers from sketchiness, but is basically sound.

INEXPENSIVE OR FREE MATERIALS USEFUL FOR TEACHING SPEECH. Compiled by Florence M. Santiago. Ann Arbor, Michigan: Braun-Brumfield, Inc., 1959; pp. 142. \$1.85, each; in quantities of 5 or more, \$1.55.

This little publication promises to be extremely useful, especially for the secondary school teacher. The listings obviously date rather quickly, however, so its usefulness will be limited by time. It should save its purchase price for you in minutes!

GUIDE TO PLAY SELECTION. By the Committee on Playlist of the N.C.T.E. New York: Appleton-Century-Crofts, Inc., 1958; pp. xiv +178. \$3.50.

This list is ably organized and indexed, and should prove invaluable for all who must select plays, especially those with little background or experience. It includes books on play production and anthologies as well as the listings which you would expect from the title.

D.E.

BASIC EXPERIENCES IN SPEECH (second edition). By Wayne N. Thompson and Seth A. Fessenden. Englewood Cliffs: Prentice-Hall Inc., 1958; pp. 444. \$5.00.

Although there is a number of excellent text books available for use in fundamentals of speech courses, if you happen to prefer one with a "functional" approach, this one by Thompson and Fessenden now appearing in its second edition, is the answer.

Certainly rhetorical concepts are not disregarded, but what the authors term the "activities" approach is stressed. The student starts from a point "where he cannot fail" and moves steadily to the area of more complex assignments. Obviously such a progression is to be wished, and the arrangement of materials in this text contribute toward this goal.

The book is compact, provides the necessary essentials for success in the speaking situation, and is flexible enough to be used either for an initial text in the speech area, or for a terminal course. Chapters 13 and 14 offer usable

information in the area of cross-examination debating and the legislative assembly.

CLAYTON C. CAMPBELL
Sterling College

THE PLAYWRIGHT'S ART (STAGE, RADIO, TELEVISION, MOTION PICTURES). By Roger M. Busfield, Jr. New York: Harper and Brothers, 1958; pp. xi+260. \$3.00.

"This book is directed to the young writer contemplating the dramatic form for the first time," says Roger Busfield in the Preface to *The Playwright's Art*.

The author has kept admirably to his announced intention. He has written not only a comprehensive elementary textbook in dramatic composition but also a series of essays on *becoming* an author: recognizing and developing one's own talent; establishing methods of observation, study, and work; finding productions for new scripts. In the Appendix, he has furnished the beginner a collection of seventy-two "Exercises and Projects in Dramatic Writing," designed to allow practice of the elements of dramatic composition.

Some readers of the volume may be temporarily misled by the subtitle. Mr. Busfield does not intend dealing with each of the dramatic media separately. Instead, he purposely leaves that to the other texts or manuals and concentrates on the beginner and the problems he faces:

There is a danger . . . of elevating the mastery of media techniques over the more important ability to handle the basic elements of the playwriting process such as plot, character, theme, dialogue, and language. After all, the task of telling a compelling story about vital people remains unchanged from one medium to another. There may be four dramatic media but there remains only one dramatic writer.

Students will find the text easy to read; moreover they will find in it answers to many questions they might hesitate to ask, on the grounds that the replies are "obvious." Mr. Busfield assumes that nothing is necessarily obvious to the beginner; therefore he does not refrain from discussing anything which might puzzle the new writer.

Verdict: a good job of path-clearing.

JOSEPH BALDWIN
University of Nebraska

A PRIMER FOR PLAYGOERS. By Edward A. Wright. New York: Prentice-Hall, 1958; pp. xiii+270. \$4.90.

Instead of the usual how-to-do-it book on dramatic activities, Edward A. Wright, Director of Dramatics at Denison University (Ohio), has chosen to write a how-to-view-it analysis of the theater. Frankly, this approach is a little confusing since Professor Wright has written his book for a reader with more than passing knowledge of the subject, yet purposely kept it simplified for the student of the theater.

Mr. Wright, however, has written from a fine basis of theater knowledge, mellowed by years of actual classroom teaching, so that what he has included is readable, understandable, and thorough.

To prove his contention that more playgoers need to know more fundamentals, he has started his book with a consideration of the ever-expanding appeal of the theater in these days of multi-million viewers for television drama. He is careful to point out that this is a volume on the theater and not on the drama. His title for Chapter I is, "A Theatrical Approach." From this first discussion he stresses the application of the three principles credited to Goethe: that the viewer analyze what the artist is trying to do, how well he does it, and whether the net results are worth the effort.

He next moves to the theater's obligations to an audience, namely: to move the audience emotionally; to give them more of life than they would live in the same period of time; to seem real and to create the illusion of life; to make the audience believe what it sees; to give a truthful picture of life through the elements of selection and conventionalism. The reversal of this obligation in terms of the audience includes the demands that the audience enter the theater with an ample supply of imaginary puissance, that it recognize its own personal prejudices, observe and evaluate the work of all artists contributing to the production, give each artist the right to express himself as he desires, and apply the test of the Goethe questions.

After clarifying his initial approach, Professor Wright defines the work of each area in the theater, outlining briefly the contribution of each. The actor, the playwright, the designer and technician, and the director are all given a fair treatment and a searching analysis. Perhaps Mr. Wright is more at home, or at least conveys the most enthusiasm for

his subject, in his Chapter 3, "The Play and the Playwright," and his Chapter 6, "Direction and the Director." Someday he may choose to speak more directly to the theater worker from the evident wide range of his own background and experiences. He has not exhausted his material in Chapter 6 by any means.

Since he started with the new and wider audience in the theater, he ends the book with a comparison of the cinema, television, and the stage. He grants that each medium has its own techniques, but points out that they all have the same general material and same general purpose: to "entertain" the audience. In closing, Mr. Wright expresses the hope that his pages have helped the playgoer create his own standards of dramatic criticism, have provided a fairer judgment of the artists' work, and have laid the foundations for building better audiences who will eventually demand better theater.

In several chapters he has gathered together a wealth of material that many teachers of drama have wanted combined under one heading. This book will be on the assigned reading list of many a course in the theater. Because of its "title appeal," the average reader or playgoer may be tempted to read this volume as well as those who are studying or working in the field.

"The Primer" rates an "A" for clarity, for being a concise summation of heretofore widely scattered material, and for readability.

DONALD O. BUELL

Michigan State University

HANDBOOK FOR BEGINNING DEBATERS.

By David W. Shepard and Paul H. Cashman. Muncie: Ball State Teachers College, 1957; pp. 44. \$-.75.

A MANUAL FOR BEGINNING DEBATING.

By Douglas R. Sherman. Detroit: Wayne State University Press, 1956; pp. 15. \$.50.

Some students with latent interest and talent for debate probably fail to take the "plunge" because they have not been provided a convenient oral or written "capsule" explanation of debate. Many high school and college students enter debate without the aid of a formal introductory course. In instances where informal "boot-training" sessions are scheduled by the coach, recruits enter after some of the important sessions have elapsed. Other debaters have attendance conflicts and miss vital introductory

presentations. These are but a few instances where potential debaters are lost, and where beginning debaters flounder, waste effort and time, and generate discouragement because they have not been afforded a convenient means for getting the simple A B C's of debate straightened out in their minds. For these students and their coaches some assistance should be provided by the attractive five by seven in spiral-back booklet authored by David W. Shepard and Paul H. Cashman.

The booklet is clear, well demonstrated, logically organized, and has bold chapter and topic headings which should encourage the debater to read it in the first place, and which should facilitate its use in later reference and review. The authors, using non-technical language, appear to have in this booklet something with capacity to lead that beginning debater into finding out what debate is and to show him how he might proceed toward success as a debater. Especially noteworthy are the wholesome, common sense attitudes which the authors seek to develop in the beginning debater with such comments as "debate is not a conversational exercise where students exchange heated convictions" and "a debater who introduces a bizarre definition for the sake of confounding the opposition contributes little to debate."

Except for the author's explanation of how the college topic is chosen each year, all other material in the booklet is equally applicable and useful on the high school level.

Douglas R. Sherman, according to the preface in this brief manual seeks "to acquaint the beginning debater with some of the facts and techniques that he may find useful." He claims to "emphasize" such things as preliminary steps, types of cases, analysis, issues, contention, argument, evidence, persuasion, and judging. He also aims that his manual may "assist the experienced debater as well."

The manual should prove to be of help to the debater as indicated by the author in the preface to his manual. It amounts to an informal, "down-to-earth lecture" on what debate is and some of the basic things which have to be learned in preparing for debate. The major emphasis really turns out to be on how to set up different kinds of cases or different approaches to them by both the affirmative and negative sides.

One of the weaknesses of the manual may be that it is devoid of any chapter or topic headings. Mr. Sherman may have had reasons for this omission, but it would seem that be-

ginning debaters might find headings helpful in making their way through the manual in the first place, and would later find them convenient aids in reviewing certain topics as they felt the need.

Some sections of the manual seem to tell the beginning debater *what* to do without adequately demonstrating to him *how* he should do it. Instances of this kind are the topics dealing with the gathering and organizing of the evidence file, and making an analysis of the proposition. More "spelling out" of the actual procedural steps by use of specific materials would help that beginner in his "do-it-yourself" efforts, and perhaps should take preference over the extensive discussion on approaches to many different kinds of cases.

IVAN L. REHN

Lyons Township High School and
Junior College
LaGrange, Illinois

A HANDBOOK FOR THE AMATEUR THEATRE. By Peter Cotes (and others). New York: Philosophical Library, 1957; xxiii+424. \$6.00.

PLAYS FOR PLAYERS and a GUIDE TO PLAY PRODUCTION. Edited by Verne E. Powers. Evanston: Row, Peterson and Company, 1957; pp. xxxi+672.

Mr. Cotes and his colleagues have written an interesting and helpful book for beginning actors who wish to form what we should call "community theatres." They are also concerned with so informing potential audiences that these will know more of what to expect and how to criticize constructively. After a brief discussion of the importance of the amateur to the professional theatre, Mr. Cotes sketches in successive chapters the functions of the playwright, the "producer," and actor and the audience. Next he gives concrete suggestions for the forming and organizing of the amateur theatre society and follows these with well chosen and specific information concerning business and technical procedures. Generally he is informative at his chosen level and his style is pleasantly adequate.

This book contains much that would be of interest and help to the theatre novice in this country and to little theatre workers. However, it would not probably strike many college teachers as a suitable basic text, partly because of the differences in terminology and partly because we have become accustomed to

more technically detailed discussions of the art and craft of play production than Mr. Cotes attempts. At the same time the book does have value as a text for collateral reading and as a reference, particularly for those who are interested in comparative theatre education, or the history of the amateur theatre. The chapters entitled "Organizations Which Aid Amateurs," "Amateur Theatre in Great Britain," and "Amateur Theatre in the British Commonwealth," give compact sketches of the history, development, and standards of a large number of organizations. The short chapter "Shaw and the Amateur" brings together some interesting information from a number of sources in Shaw's writings and comments concerning Shaw's relationship to amateur theatre movements during his lifetime, especially in the early years of this century. Finally, the Glossary will be of interest to the American student who wishes to compare American and English stage jargon.

The book is neatly bound. The illustrations, while not profuse, are well chosen and interesting.

Plays for Players and a Guide to Play Production, edited by Powers, is made up of two prefaces, seventeen well chosen one-act plays, notes and sketches for the staging of each, a profusely illustrated section of some one hundred pages on play production in general, and a brief but well selected bibliography. Considerable thought has been given to the selection of "actable" plays and there is good judgment shown in the balance of representative types.

Plays for Players is perhaps best suited to use in the high school acting and production class. It brings together material that is especially helpful to the busy teacher and the relatively inexperienced director. The notes on construction, especially the construction of stage effects, are clear and well drawn. It should also be useful as a text for the omnibus production-acting course of the junior college and smaller college where one theater teacher must cover all areas of theater training and work. Larger theater departments might find it useful as a reference or a supplemental text.

Readers of *Lagniappe*, the Row Peterson house organ, will recognize much of the material on staging, including many of the careful sketches. This book has the added virtue of bringing such material together in one place. The prefaces by John Chapman and Mr.

Powers excellently high-light the mood and approach of this book.

CHARLES MUNRO GETCHELL
University of Mississippi

BRIEF PROJECT TEXT FOR PUBLIC SPEAKING. By Clark S. Carlile. New York: Harper and Brothers, 1957;

Many of us toss aside publication notices on "workbooks" and "outline-texts" without giving them a second thought. If we receive copies, they are passed by with a cursory examination or less. We say quietly to ourselves, "I have my own outline," or "This is only for beginning teachers." We are, no doubt, right on both counts, but Carlile's Brief Project Text deserves serious consideration for several good reasons. It contains some excellent suggested assignments for a public speaking course whether aimed at the college freshman, the business student, or the adult student. Particularly notable is the author's effort to emphasize thorough preparation. In the preface Carlile says, "This text stresses the act of speaking as the best means to learn. . . , the use of reliable source materials, the complete sentence outline as a method of preparation, a knowledge of specific purposes and desired audience responses, and an understanding of various methods of presentation." This is an apt description of the general nature of the eighteen speaking assignments in *Brief Project Text*.

Assignments are organized into five subdivisions; the nature of the assignment, possible topics for speeches, how to pick a topic, how to prepare the speech, and how to present the speech. Opening the series of projects is the usual brief talk in which the student introduces himself. From this beginning they follow a familiar pattern. Expository, visual aids, oral reports, argumentative and persuasive talks lead to special occasions and policy making talks. The author has selected and arranged the assignments so that they reflect the best projects to be found in several of the popular public speaking texts. They are also designed to fit the scheme of a course taught from any of these texts. The reviewer considers this one of the most admirable facets of this book, for in spite of the fact that some of this reader's favorite texts do not appear in the suggested reading the language of the assignments does not differ remarkably from the reviewer's own.

In addition to the eighteen speaking assignments, Carlile includes an excellent brief proj-

ect on listening and several blank forms, which the student is to use for reports on speeches heard outside the class. Inside the back cover are some excellent suggestions for meeting specially with any students who may experience undue nervousness. This project book would be equally at home in a junior or senior course in high school, in a college course, or in an adult course. In fact, it might be an excellent aid to the teacher who must handle Speech in high school without as complete preparation as one would wish.

There are, of course, weaknesses in this effort to produce an outline text—the most important of which is that it is an outline or manual of “how to do it.” This reviewer believes that Carlile, though he emphasizes complete sentence outlines, does not encourage preparation in depth. Both the sample outline in the assignment on outlining and preparation and the one page outline forms, which have room for only a few sentences, are inadequate. The author does not distinguish between outlining for exposition and outlining for speeches designed to influence belief and behavior. There are guides which suggest a difference in outline content but no indication that the basic relationship between ideas and supporting material is different. Further, the author presents a confused picture of the use of evidence by classifying it as a form of support at the same level as inference. Actually, the latter stems from the former. The presentation of emotional proof and the means of motivation is superior to the consideration of logical proof. There is virtually no mention of personal proof or ethos.

With the acknowledged shortcomings of any workbook, Carlile's text is excellent. This reviewer would recommend that you look at it if you have use for this sort of publication or if you do not have a clear-cut picture of the public speaking course outline you want. Finally, even if you are one of those who ignore the workbook or outline text type of book, look at this one. You will discover that a lot can be done in brief form and in a few paper-bound pages.

MERRILL T. BAKER
University of South Dakota

CHORAL READING FOR WORSHIP AND INSPECTION, 1954, pp. 64.

CHORAL READINGS FROM THE BIBLE, 1955, pp. 63.

CHORAL READINGS FOR FUN AND RECREATION, 1956, pp. 63.

CHORAL READINGS FOR JUNIOR WORSHIP AND INSPIRATION, 1957, pp. 64.

GREAT BIBLE STORIES FOR THE VERSE SPEAKING CHOIR, 1958, pp. 64. By Helen A. Brown and Harry J. Heltman. Philadelphia: The Westminster Press. \$1.00 each; in quantities of 5 or more, 90¢ each.

A young man who had taken several college courses in speech, played a number of roles in college theatre, and participated in interpretative reading programs, found satisfaction in directing religious activities among the youth of his church. After experimentation with choral reading in his youth group, he reported that choral reading was proving to be the most practical speech activity for which he was prepared. The young people of the church responded with enthusiasm and were soon giving meaningful worship programs to other organizations of the church.

There is need for effective ways of experiencing and teaching the Bible. Group reading offers meaningful experience to those who participate and for those who listen as members of an audience.

Helen A. Brown and Harry J. Heltman have prepared small paper backed booklets that meet the need of those who want choral arrangements for religious groups. They have followed sound principles in selection and arrangement of material, and have emphasized simplicity and sincerity in delivery. They have followed their own instruction in other aspects of the books. The fact that the books are light, easy to handle, and relatively inexpensive contributes to their functional value.

While the books are designed for worship services and other forms of church activity, only two of the books are composed solely of Bible passages. The others, as their titles suggest, offer material for inspiration and recreation. I should think these books would prove of interest and value to groups who wish to participate in choral reading for their own enjoyment and development and for the benefit or entertainment of those who may listen.

SARA LOWREY
Furman University

ORAL INTERPRETATION WORKBOOK. By Frederic W. Hill and Joseph A. Wigley. Dubuque, Iowa: William C. Brown Company, 1958; pp. 74. \$3.50.

Workbooks as a means of supplementing the classroom experience are relatively common in

the area of public speaking, but in the field of oral interpretation they are rare. In fact, until the publication of *Oral Interpretation Workbook*, there were none to be found. This is not to say that there were none being used. Where they were being used, however, they were more than likely designed to fit the content and structure of a particular class or to accompany a particular text. In one sense, it would seem that such workbooks would be the most successful, and that the authors of *Oral Interpretation Workbook* are probably over-ambitious in stating that it is "intended to supplement any of the many excellent texts on oral interpretation, or presentation by the instructor, or both." For the most part, however, the authors are actually successful in their intention, because *Oral Interpretation Workbook* is comprehensive, thorough and flexible in design.

The *Workbook* consists of preparation forms for almost every type of literature used for reading assignments. These forms are to be completed by the student prior to his performance. And, if used in this way, they should assure, as nearly as possible, adequate preparation and comprehension of the material to be read.

There are also criticism forms to be used by the instructor, the class and the reader. One of these is a self-criticism blank by which the reader attempts to evaluate his own accomplishment. If all of these forms are used, the student should have a pretty good idea of where and how he succeeded and what he needs to do to improve his skills in reading.

In addition to these forms there are "Listening Reports" to be used in conjunction with the experience of listening to artists' recordings. These reports, according to the authors, are intended to "enrich, expand and stimulate the student's aural images and refine his discrimination and judgment and not to provide

models for imitation." The authors admit that these are technical in nature and it is in this respect that their value is rather limited. For example, some of the aspects are so technical that they require of the student a rather specialized knowledge and use of phonetics. Another such example is that the student is asked "to determine syllabic and pause duration variability." For each of the above technical aspects of the report the authors have, however, cited source books for understanding them. If one insisted on the completion of these reports in all details, one might well wonder if the trees have not obscured the forest.

Besides all these forms and blanks, the *Workbook* contains some fine comments and suggestions for the instructor and the student regarding the scope and function of oral interpretation. One thing in particular is the suggestion and emphasis placed on the use of an introduction to the reading.

The flexibility with which the book can be used can be seen in the number and types of forms provided, as well as the fact that they may be easily removed or left in the book.

The adoption of a workbook, or a text for that matter, depends upon the degree of agreement that the instructor finds between what the book has to offer and the content and structure of his particular course. The adoption of a workbook also carries with it the obligation that it is to be used, and in this case the obligation is made more binding since the price of the workbook is comparable to that of many of the textbooks in the field.

Whether they adopt it or not, however, all teachers of oral interpretation could profit from an examination of *Oral Interpretation Workbook*. Over and beyond the possibility of adoption, they will profit from the many ideas that will be suggested for the implementation of their teaching.

ALLEN BALES

University of Alabama

IN THE PERIODICALS

Erik Walz, *Editor*

Assisted by: Marianne Jaffee and Max Nelson

EDUCATION

PHILIPS, GENE D. "Various Conceptions of the Role of the Educational Philosopher," *Boston University Journal of Education*, Vol. 141, No. 1 (October, 1958), 2-31.

This entire issue should be of interest to those in the educational field. The introductory chapter presents an approach to the role of the educational philosopher but suggests that there may be other alternatives and approaches. The remaining chapters of this issue deal with: "(1) philosophy and philosophy of education, (2) the dichotomy between ends and means in American education, (3) evaluation as a key process for establishing the relationship between ends and means, (4) participation as a purpose in education, (5) the educational philosopher as 'liaison officer', (6) some concluding considerations." The introductory chapter was written by Gene D. Philips. The remaining chapters were contributed by various members of the faculty at Boston University.

SIMON, RAYMOND. "Speech in The Undergraduate Public Relations Curriculum," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 20-23.

The tremendous importance of speech in the undergraduate Public Relations curriculum is presented in no uncertain terms by the author. He discusses why speech is important in this particular area and suggests five courses which the public relations major would take. They are voice and diction, public speaking, persuasion, interpretation and speech writing.

SELDES, GILBERT. "Television and Education in the United States," (*The Education Digest*), Vol. XXIV, No. 4 (December, 1958), 26.

According to the author, the central question is "how the necessities of television are to be met." Statistics show that by the end of this year audiences will number nearly fifty million people. He points out that, "The opportunity—the mere existence of such an audience—is a

challenge to educators. Once lost, it will not be regained."

HANNA, PAUL R. "Design for a National Curriculum," *The Education Digest*, Vol. XXIV, No. 4 (December, 1958), 1-4.

A proposal is set forth by the author to establish a national curriculum for American public schools in order that the curriculum will develop a "common outlook essential for our national survival and progress."

WITTY, PAUL and KINSELLA, PAUL. "Children and TV—A Ninth Report," *Elementary English*, Vol. XXXV, No. 7 (November, 1958), 450-456.

This paper is the ninth in a series of reports which began in 1950. It covers the reactions of parents and teachers to TV, the amount of televiewing, favorite programs, problems in adjustment and behavior, childrens' grades in school and the relationship of televiewing to reading.

HEAGY, DOROTHY M. and AMATO, ANTHONY J. "Everyone Can Learn to Enjoy Reading," *Elementary English*, Vol. XXXV, No. 7 (November, 1958), 464-468.

Here is a bibliography which should be of great help to teachers recommending books to children whose reading interests exceeds their reading ability. The bibliography consists of six areas of interest to help the teacher find the best book for a specific child.

KEARNEY, MILO. "Four Approaches to Better Instruction," *The School Executive*, Vol. 78, No. 4 (December, 1958), 44-46.

The author points out that the primary job of schools is to teach even though there will be differences in opinion on how teaching should be done or what should be taught. In order to "find the means by which the children leaving our schools measure up to what is demanded of them today," the author discusses four approaches to the problem: 1) teacher-

pupil ratio, 2) methods of teaching, 3) recognition of superior teaching, and 4) instruction of individual pupils.

FURNESS, EDNA LUE. "Proportions, Purpose, and Process in Listening," *Educational Administration and Supervision*, Vol. 44, No. 4 (July, 1958), 237-241.

Since the teacher's job is to teach children to listen, the author's purpose in this paper is to 1) point out the proportion of time spent in listening, 2) to note the several purposes for listening, and 3) to call attention to processes upon which listening depends.

BRUNSTEIN, JAMES J. "Ten Uses for Commercial Television in the English Classroom," *The Audio Visual Guide and Educational Screen*, Vol. XLVII, No. 9 (December, 1958).

The author considers that commercial TV can readily be used as a teaching tool in presenting the language arts to students. He proceeds then to give ten practical suggestions for the classroom teacher.

RADIO—FILM—TELEVISION

MILLAN, SAL. "How a City Uses A-V," *Film World*, Vol. XIV, No. 11 (November, 1958), 566.

This short article describes how a city's Chamber of Commerce uses every possible type of audio-visual aid to tell the story of its activities.

TOZZI, ROMANO. "Fredric March," *Films in Review*, Vol. IX, No. 10 (December, 1958), 545-571.

To those who believe Fredric March to be our foremost living actor, this biography might prove interesting. Its main purpose seems to be the listing of the sixty-two films he made in Hollywood.

GRAY, HUGH. "The Growing Edge," *Film Quarterly*, Vol. XII, No. 2 (Winter, 1958), 4-12.

A series of interviews are presented about men, "whose work has lain on that live and growing edge where the products of the film industry sometimes attain the stature of art." Satyajit Ray, Luis Bunuel, Luigi Zampa are the men under discussion.

MAYER, ARTHUR. "Hollywood's Favorite Fable," *Film Quarterly*, Vol. XII, No. 2 (Winter, 1958), 13-20.

For sixty years there has been a running feud between producers, distributors and ex-

hibitors in the film industry. Competition and present day conditions in Hollywood now place them in a precarious position. Several suggestions are made by the author to settle these differences.

JOHNSON, ALBERT. "The Films of Vincente Minnelli: Part I," *Film Quarterly*, Vol. XII, No. 2 (Winter, 1958), 21-35.

"Vincente Minnelli represents the director-as-artist, working freely in a milieu that is too often accused of insensitivity. He belongs neither to the old school nor to the new, but remains in a special position of accomplishment, one which permits all spheres of the visual and decorative arts to embellish his films." This is the first of two articles, discussing and analyzing the greatness of this director.

STEETLE, RALPH. "Educational Television—1958," *Educational Screen and Audio—Visual Guide*, Vol. 37, No. 12 (December, 1958), 614-615.

The author discusses a number of different criteria in assessing educational television's development and effectiveness during 1958. Much has already been accomplished, according to this article, and even more will be accomplished in the future.

DRAMATICS

SCHOELL, EDWIN R. "Leave It To Yale," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 14-17.

A vital question confronting educational theatre throughout the nation centers about the problem of new play production versus the production of established classics and Broadway hits. The author has made an interesting and revealing study of the attitude of the Eastern educational institutions as well as the Western, Central and Southern colleges.

HAYES, HELEN. "Helen Hayes Relives Her Roles," *The New York Times Magazine*, Section 5 (December 7, 1958), 40-44, 46, 48.

This article might prove of value to the teacher director or prospective actor. Miss Hayes recalls forty years on stage—her successes as well as her failures. The article answers some of the questions that inevitably arise after the actress has created a new role. As Miss Hayes points out, "Each year and after each new role, there come appeals to share my work secret, to tell how I've maintained my freshness, managed to discover new facets in stage portraits and avoided being a monotone."

LE GALLIENNE, EVA. "Repertory—When?," *Theatre Arts*, Vol. XLII, No. 9, (September, 1958), 15-16, 76.

The distinguished actress-author continues the plea for Repertory begun in Oliver Saylor's article in the June issue of "Theatre Arts" entitled "Repertory—Now!" She discusses the weaknesses of three attempts at Repertory Theatre in the United States—the last two being, of course, her own. The author in conclusion, lists ten requisites, learned from past history, that must be observed for a successful repertory theatre.

VALENCY, MAURICE. "The Comic Spirit on the American Stage," *Theatre Arts*, Vol. XLII, No. 9 (September, 1958), 21-24.

The author feels that American comedy is derived chiefly from the romantic and not the classic tradition. In the last decades of the 19th century, a certain wit and characteristically American humor emerged which influenced the first third of the 20th century according to the writer.

DYCKE, MARJORIE L. "Acting," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 18-20.

This article attempts to answer briefly the following questions: What is acting? Can it be taught? and Is ability to act an inherited gift or may it be acquired through the cultivation of a technique? A discussion of "the method" and effective procedures for guidance in acting for the college student make up the concluding remarks.

YOUNG, JOHN WRAY. "The National Community Theatre Training Center," *Dramatics*, Vol. XXX, No. 3 (December, 1958), 8, 31.

In the summer of 1958 the idea of a National Community Theatre Training Center became a reality. The writer gives a brief description of the course which was divided into four parts: 1) history and philosophy of community theatre, 2) the Community Theatre and how it works, 3) technical problems and directing, and 4) problems of acting and play selection.

SAMPELL, BROWNE. "Father Hartke's Playhouse," *Dramatics*, Vol. XXX, No. 1 (October, 1958), 11, 30.

The author tells briefly about the remarkable growth of the Speech and Drama Department of the Catholic University of America. It was achieved by the guiding hand of Rev. Gilbert V. Hartke, O.P. The objectives of this department of drama are outlined as follows: 1) the

understanding of drama as an art, 2) the study of drama as an intellectual discipline within the humanities program, and 3) development of theatrical skill in the production of great plays.

WATTRON, FRANK. "The Original Play in High School Theatre," *Dramatics*, Vol. XXX, No. 1 (October, 1958), 11, 30.

The author, through his own experiences in playwrighting and conclusions drawn from his doctoral research, discusses the original play as pertaining to educational high school theatre. His conclusions seem to show that there is a dearth of original plays, that play adaptations, not original plays, dominate the educational theatre.

DUSENBURY, DELWIN. "American Musical Comedy: 1920-1930," Vol. XXX, No. 1 (October, 1958), 12-13, 29.

In his foreword, the writer explains that "the stage has been set for the history of contemporary American musical theatre by the series of articles which appeared in *Dramatics* Vol. XXIX, 1957-58." The emphasis on American musical theatre since 1920 will be on the composer, the collaborator, and the star.

TRUMBO, CHARLES R. and POLLYANN. "History of Pageantry," *Dramatics*, Vol. XXX, No. 1 (October, 1958), 14-15.

Through the centuries pageantry has not lost its initial objective—a means of communication—In two pages the writers tell the history of pageantry from St. Augustine to Elizabeth II.

TRUMBO, CHARLES R. "Pageantry in America," *Dramatics*, Vol. XXX, No. 2 (November, 1958), 10, 31.

This is a continuation of the history of pageantry begun in the October issue of *Dramatics*. The authors trace its development in the United States from the year 1704 at Fort Louis de La Louisiane. The Mardi Gras at New Orleans, The Tournament of Roses, the Veiled Prophet, the Gasparilla Pirate Festival, the Mummies Parade, the Pilgrim's Tercentenary Pageant are only a few described in this article. Today we know this form of entertainment as "Symphonic Drama."

DUSENBURY, DELWIN B. "The East Side Story: Berlin and Gershwin," *Dramatics*, Vol. XXX, No. 2 (November, 1958), 12, 29.

"When Leonard Bernstein's latest musical production, *West Side Story*, reached Broad-

way, many critics found it evolutionary, if not revolutionary, in form and theme." Fifty years ago, a similar evolution took place which had a profound influence on the American musical theatre. The new era began with the emergence of two men, George Gershwin and Irving Berlin. Their story "provides a colorful and vital chapter in the history of America's musical theatre."

TRUMBO, CHARLES R. and POLLYANN. "Source Material for Pageants," *Dramatics*, Vol. XXX, No. 3 (December, 1958), 12-13.

The authors divide pageantry into two main branches: 1) the social pageant and 2) the historical pageant. Several suggestions are made for finding pageant material: 1) study some of the well known pageant dramas in the nation, 2) go to the library, 3) contact members of State Historical Society, 4) visit local newspaper and county court house, 5) question individual citizens, 6) locate diaries, 7) visit the oldest residents in the community.

CALDER, WILLIAM M. "The Single-Performance Fallacy," *Educational Theatre Journal*, Vol. X, No. 3 (October, 1958), 237-239.

Too often Greek tragedy has suffered because the critics treat the plays as poems, philosophical tracts or treatises on metrics and syntax. Mr. Calder selects and endorses several English and American scholars who are reacting against this general tradition. However, he feels that these efforts will never be successful, "until several vexatious fallacies concerning the nature of Greek drama are permanently exposed and discarded."

WATSON, LEE. "Color Concepts in Lighting Design," *Educational Theatre Journal*, Vol. X, No. 3 (October, 1958), 254-258.

If warm color is used from one side, cool color can be used from the other, just as the cool blue of daylight appears in shadows caused by the warm rays from the sun."

This quotation is taken from the text, *Method of Lighting the Stage*, by Stanley McCandless. Mr. Watson has several objections to this supposed Great Truth of stage lighting. He is thoroughly convinced that it is a Great Untruth. Several alternatives are discussed. A re-examination of color selection, color contrast and cyclorama lighting completes the article.

SPEECH CORRECTION

RUNION, HOWARD L. "Hearing Aid Selection," *Western Speech*, Volume 22, Number 1 (Winter, 1958), 20-24.

The specific steps in a hearing aid evaluation are discussed in detail. The first requirement is that a complete otological examination be done. After this, the following tests are considered: speech reception, pure tone, tolerance, discrimination and signal to noise.

The hearing aid selected must have primarily sufficient acoustic gain to enable the patient to understand connected speech within the level of comfort.

ADLER, SOL. "Public Opinion Regarding the Causes of Stuttering," *The Southern Speech Journal*, Volume 24, Number 1 (Fall, 1958), 189-192.

This study investigated the diversified idea about the cause of stuttering that people in Johnson City, Tennessee (population 40,000) believe to be true. Three adolescent, female stutterers, made several telephone calls daily in which they stuttered voluntarily as they asked the question, what do you think causes stuttering? 335 people responded; 117 males, 218 females; 257 adults, 78 teenagers; 56 of professional status and 279 of non-professional status. Six major reasons were given: 1. nervousness, 2. birth injury, 3. poor teaching, 4. organic disorder, 5. frustration and 6. heredity.

Nervousness was given by all groups as the most common cause of stuttering. The second most common cause was frustration. This study indicated the need to disseminate information about stuttering.

IVEY, SARA M. "General Semantics and Speech Correction," *The Southern Speech Journal*, Volume 24, Number 1 (Fall, 1958), 31-37.

This study was concerned with a preliminary examination of the literature related to general semantics and speech correction. The following were some of the conclusions made:

1. Very little application has been made of the principles of General Semantics in speech therapy; 2. Dr. Johnson and Dr. Backus have experimented rather extensively. Their written reports indicate therapeutic usefulness; 3. The application of semantics in teaching may give a better understanding of the person with a speech defect; 4. It may be used as a tool for improving interpersonal relationships; 5. More experimentation in its application is necessary to ascertain its usefulness.

MACLEARIE, ELIZABETH C. "Appraisal Form for Speech and Hearing Therapists," *Journal of Speech and Hearing Disorders*, Volume 23, Number 5 (November, 1958), 612-614.

These forms were developed as an aid in evaluation of teachers and their techniques. Three main areas are outlined. These are concerned with personal qualities, professional qualities and teaching performance. A total of 60 items round out the above areas.

EARNEST, SUE and GILLEN, ROBERT W. "Films on Audiology: A Brief Annotated List," *Journal of Speech and Hearing Disorders*, Volume 23, Number 5 (November, 1958), 615-618.

A total of 46 films (16mm) are listed for the six areas of Acoustics, Anatomy, Audiometry, Education, Pathology and Speech Reading. Each film is described in detail. Copies of this list may be obtained from Kenneth O. Johnson, 1001 Connecticut Avenue, N.W., Washington 6, D. C.

PUBLIC SPEAKING, DISCUSSION, DEBATE

TACEY, WILLIAM S. "Clarence B. Randall: Spokesman for Industry," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 6-8.

The author tells about the experiences, background and lessons learned in public speaking by Clarence B. Randall, formerly President of Inland Steel, and now special consultant to

President Eisenhower. The article is slanted particularly toward problems of management and labor.

WEINBERG, HARRY L. "A Redefinition of Rhetoric," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 9-11.

According to the writer there are these levels of rhetoric, namely, 1) the audience to be persuaded, 2) rhetorical rules for persuading the audience, 3) rules for using these rules. The author feels that if the third level is not included in a definition of rhetoric, we are then, "rhetorical technicians—hucksters, propagandists and deserve the contempt and suspicion many scientists and others have for rhetoric, equating it with deception."

OLICER, EGBERT S. "O. W. H.—Conversationalist Extraordinary," *Today's Speech*, Vol. VI, No. 4 (November, 1958), 12-13.

This article is another in a series on conversation which the author is writing for this magazine. Many facets of "the foremost talker in Boston in a generation of dazzling talkers" are discussed. Certainly the concluding paragraph should not pass unnoticed by the reader: "Holmes, in his life and his achievement, illustrates how the gentle and delicate art of conversation may be cultivated by a man who has a varied interest, a warm-hearted touch with humanity, and a passion for talk."

AUDIO-VISUAL AIDS

Jon Hopkins, *Editor*

YOU AND YOUR VOICE. Bell Telephone Co. Consult your local business manager for dates and rates. 20 minutes. Sound. Black & White.

This film deals entirely with telephone voice and speaks in terms of operators and their training. It is mainly concerned with the fact that the telephone voice conveys the operator's feelings to the customer and consequently, she should be in the finest of spirits each time she answers the buzz.

The film is one that was designed for operator trainees, and this makes its other uses limited. It is unsuitable for use in a general speech situation unless special attention is being paid to telephone speech. Even in this case, the film is of questionable value.

Conclusion—Pass it up unless you are trying to produce operators.

J. M. MUCHMORE
Palatine (Ill.) High School

HOW TO READ POETRY. Coronet. Coronet Building, Chicago 1. 11 minutes. Black & White \$55. Color \$100. Rental \$2.25. Collaborator: Ruth Strang, Ph.D., Teachers College, Columbia U.

This film gives three essential and helpful suggestions for making poetry more meaningful to junior and senior high school students: (1) Find out something about the poet; (2) Try to discover what the poet saw or felt or what experience he is sharing with you; (3) Look for the devices the poet uses, such as rhyme, comparisons, and contrasts.

The examples used to support the points above are provocative and well chosen, from such poets as Lindsay, Poe, Shelley, Thoreau, and Magee. The graphic photography is well adapted for the purpose and content of the film. The teacher of English and/or Speech will find this film most helpful in beginning a unit on poetry study. Before showing the film the teacher should explain to the class what they are to see, what they can gain from seeing it, and particular points to look for. A second showing of the film immediately after the group

discussion would be most valuable. The film will appeal especially to boys on the junior and senior high level.

L. LAMONT OKEY
University of Michigan

TELEVISION IN YOUR COMMUNITY. Coronet Films, 1956. 11 minutes. Sound. Sale: Color \$100; B & W \$55. Rental from Audio-Visual Center, Indiana U.: Color \$3.25; B & W \$2.00.

What happens inside a television station to produce the programs you see? Showing the personnel, equipment, and organization of a simple television station, the film demonstrates the coordinated efforts required in both local and network stations to provide service to the community.

There is a helpful teachers' guide available with this one-reel film. The guide and film were prepared with the collaboration of Dr. Paul W. Eberman, Associate Professor of Education, University of Wisconsin.

CHARLES GRANT
Chicago, Ill.

STORY TELLING: CAN YOU TELL IT IN ORDER? Coronet Films, 1953. 11 minutes. Sound. Available through Audio-Visual Center, Indiana U. Rental: Color \$3.25; B & W \$2.00.

This film is designed to assist children of primary and kindergarten age in achieving the goal of orderly recounting of events. A clown and a game help to interest the children, and the game unfolds into a series of exercises designed to make recall easy and orderly. Children are encouraged to try their own game of "What Happened First?"

The film and study guide were prepared with the advice of educational collaborator, Dr. Viola Theman, Professor of Education, Northwestern University.

CHARLES GRANT
Chicago, Ill.

THE BULLETIN BOARD

Ordean G. Ness, *Editor*

SAA COMMITTEE FOR ASSISTANCE TO FOREIGN UNIVERSITIES

Martin Bryan, chairman of the committee, would like to call the attention of SAA members to two special projects connected with "Speech Books Abroad." The first is the work of Prof. Gladys Borchers of the University of Wisconsin who is collecting books and money to establish a "Representative Speech Library" for the German Association for Speech Arts and Speech Teaching. She is working in cooperation with Dr. Christian Winkler, Chairman of the German Association and Professor of Speech at the University of Marburg. The second matter of interest is the enthusiastic cooperation of the Western States Speech Association. Under the direction of Prof. Martin P. Andersen, University of California, Los Angeles, WSSA has shipped approximately 1,750 books within the last twelve months to more than fifty "adoptees" in India and Japan. This number is more than one half of the total shipped by all the remaining members of SAA together.

CONFERENCES, CONVENTIONS, FESTIVALS, INSTITUTES, AND WORKSHOPS

The Central States Speech Association will hold its annual meeting in Detroit, Michigan, April 10 and 11.

The University of Arizona Department of Speech was host for a debate work shop for high school teachers of the state on October 18.

Bowdoin College of Brunswick, Maine, will conduct its second Speech Workshop June 28 to August 7 at Bar Harbor, Maine. The home of the Workshop is a twenty-one room residence and a seven-acre estate with extensive shore front, a gift is December, 1957 from Lady Eunice Oakes, whose husband, the late Sir Harry Oakes, Bart., was graduated from Bowdoin. Two courses in speech development and speech research will be offered classroom teachers. Prof. Albert R. Thayer will direct the program.

The fifth annual Speech Institute sponsored by the Speech Department of Montclair (N. J.)

State College was held February 6. The theme of the program was "Speech Education in a Changing World." Dr. Lester Thonssen was the keynote speaker.

William A. Ballare, associate professor of speech at Montclair, conducted a workshop with demonstrations for over one hundred elementary teachers, PTA members and high school students in Lodi, N. J. The aims of the project were to stimulate interest in speech activities and to encourage teachers to incorporate more speech experience in their classroom teaching.

The Speech Department of Bowling Green State University played host to about 200 Ohio high school students at its annual Speech and Drama Conference on November 22. High school students met in general sessions on voice and diction and public speaking, and special sessions on radio and television, debate, interpretation and drama. High school speech teachers attended round table discussions on teaching problems. Prof. Harold B. Obee directed the conference, which was climaxed by a performance of *Craig's Wife*, presented by the University Theatre under the direction of Dr. F. Lee Miesle.

A workshop in dramatics and forensics for high school students will be conducted by the Texas Technological College (Lubbock, Tex.) Speech Department July 20 to August 1. It is open to any high school sophomore or junior, or outstanding freshman of the 1958-59 school year. Scholarships will be given to any eligible student who places first in state or regional contests in the state in 1959.

Wisconsin State College, Whitewater, and the Wisconsin High School Forensic Association cooperated in presenting an institute on October 15 for high school teachers in southern Wisconsin. Discussion leaders were Mrs. Julia Mailer, WHSFA, Prof. Herman Brockhaus, University of Wisconsin, Dr. Marie Toland, State College, LaCrosse, Dr. J. W. Vrieze, and Dr. Richard Brown, Whitewater. Mr. R. A. Hunsader, principal of the Fort Atkinson high school

and Dr. Wynett Barnett, Whitewater, served as co-chairmen.

The first annual Wisconsin High School Drama Institute was held February 28 in the Memorial Union Theatre at the University of Wisconsin. The theme of the program was "Backstage at a Musical," and was built around a performance by Wisconsin Players of *Oklahoma!* Principal speaker was Prof. Fredric A. Buerki, director of the musical. After a luncheon-demonstration on the art of make-up, the institute guests attended a performance of the play.

The University of Wisconsin also held a High School Institute in Debate and Discussion on December 13. The program featured an address by Prof. Clifford S. Liddle of the University's School of Education on "Our Schools and Those of Great Britain, France, and Russia," a demonstration discussion on the high school discussion topic, and a debate on the high school question by Wisconsin and Marquette University debaters.

For the fourth year, the Louisiana Speech Association sponsored the Professional Conference and Speech Festival at Southwestern Louisiana Institute at Lafayette, December 11 to 13. The tournament was under the direction of Prof. Roy D. Murphy and the professional meetings were arranged by Ed Kramer of Southwestern Louisiana Institute.

The 1958 convention of the New England Speech Association was held in Boston November 28 and 29. New Association officers elected at that time are: president, Wofford G. Gardner, University of Maine; first vice president, Margaret McElroy, Hingham, Massachusetts, public schools; second vice president, Adam Sortini, Children's Hospital, Boston; secretary, Carol P. Mower, University of Maine; and treasurer, Edward Shanken, University of New Hampshire. The 1959 meeting will be held in November in Boston.

CURRICULA AND FACILITIES ADDITIONS

In September, the University of Arizona Department of Speech moved into its spacious, newly remodeled quarters in the Education Building. Included in the set-up are Speech Clinic facilities, practice rooms, class rooms, and offices—all air-conditioned.

On July 1, 1958, the San Fernando Valley Campus of Los Angeles State College became a separate entity, the San Fernando Valley State College. The Department of Speech and Drama in the new college offers bachelor's degrees in Speech and in Drama, as well as a teaching major and minor in Speech-Drama. The M.A. degree in Speech-Drama is offered. In the fall of 1959, the Department will institute a degree program in Speech Therapy.

St. Joseph's College, at Rensselaer, Indiana, which has had a minor program in speech for the past seven years, is now in the process of organizing a major program.

The University of Kansas has recently moved its television quarters to Hoch Auditorium. The new facilities include a 78-foot by 32-foot studio, extensive lighting equipment, and a micro-wave relay to WIBW-TV, Topeka.

FORENSICS

The Thirteenth Annual Discussion Conference was held at the University of Alabama in November. The fall program has also included a demonstration debate with the Oxford University team.

Sixty-five colleges and universities sent their top debaters to participate in the Owen Coon memorial debate tournament at Northwestern University, February 12 and 13. In the two-day session over 500 debates were held. At the final dinner following the tournament, Senator Hubert Humphrey, speaker of the evening, was presented with a "Speaker of the Year" award.

The Department of Speech at Morehead State College, Kentucky, has developed a Speaker's Bureau from which any organization or school in the area may request speakers or discussion groups. The program is given a "test run" on campus before it is sent out to be performed. The Dramatic Art majors and minors will launch a similar program next year.

The third annual Central New York Debate Discussion Panel Forum was held December 6 at Syracuse University. No winner was declared and no trophies presented, but a full day of debate was conducted. At the institute luncheon speakers from various colleges and departments of the University gave expert opinion on subjects relating to the 1958-59 national intercollegiate debate topic. Prof. J. Edward McEvoy is

the advisor of the University's Debate Association which sponsored the event.

As a part of the activities commemorating Miami (Ohio) University's 150 years of service, the University's Forensic Society is sponsoring the Sesquicentennial Debate Tournament, April 10 and 11. The tourney will consist of four rounds of cross-examination debate. On the basis of decisions and speaker ratings in these four rounds, two teams will be selected and paired in a final round to be televised over station WMUB-TV. The tournament is under the supervision of Dr. Bernard F. Phelps, director of debate, and Mr. Robert W. Evans, assistant director.

The Miami University Speakers Bureau, in cooperation with the staff of WMUB, Miami University's FM station, has initiated a series of programs called "Speakers from Miami." The new program is under the direction of Dr. Phelps.

The debaters' congress which has been a feature at Pennsylvania State University for more than twenty-five years will meet this year under the name of The Joseph F. O'Brien Debaters' Congress in honor of the founder, the late Prof. O'Brien, who passed away in February, 1958.

Forensic activities at Temple University this year have included:

The annual international debate with Oxford University, December 4; the annual Novice Tournament, December 6. Some 160 teams from fifty institutions participated in four rounds of orthodox debating; the Civic Forum League, February 19. This year the League sponsored a model congress attended by one thousand students from fifty schools; the Annual High School Speech Festival, March 20 and 21. Five hundred students are expected.

Thirty-two students are participating this year in the Student Speakers Bureau. In addition to individual speeches, the Bureau sponsors dramatic readings, panel discussions and debates.

The University of Nebraska served as hosts to their annual Intercollegiate Debate and Discussion Conference, February 27 and 28. Prof. Donald Olson was director of the conference.

IN THE CLINICS

The American Psychological Speech and Hearing Association was recently formed for

the purpose of fostering keener understanding in the psychological study of and research in speech, hearing, and communication problems. The officers are: Dominick A. Barbara, M.D., president; Murry Snyder, vice-president; John A. Miele, treasurer; and Franklyn Elliott, secretary. Those interested may obtain further information by writing to Mr. Elliott, 110-13 Francis Lewis Blvd., Hollis, N. Y.

The fourteenth annual survey of the speech habits of school children, grades kindergarten to eight, of the Totowa Borough, N. J., public schools was conducted by Professor Ellen Kauffman of the speech department of Montclair (N. J.) State College. 1,269 students were tested.

The Speech and Hearing Center of Temple University announces an affiliated program with Magee Hospital. Graduate students and assistants will be assigned to the Hospital's speech and hearing program as therapists. The work will be supervised by Dr. Murray M. Halfond, director of the Center.

A \$1,300 grant from the Pennsylvania Association for Retarded Children was awarded on November 25 to the department of special education of the University of Pittsburgh. This is the second grant from the Association for the development of the newly-organized department. In September the Allegheny County chapter presented a grant of \$8,000. Dr. Jack W. Birch is director of the department.

A special conference on Research Needs in Speech Pathology and Audiology was held on November 20 in New York City. This conference was sponsored jointly by the Office of Vocational Rehabilitation, the Veterans Administration, and the American Speech and Hearing Association. More than 250 prominent research specialists from all over the country participated in the conference, which was supervised by Dr. M. D. Steer of Purdue University, assisted by Dr. T. D. Hanley of the same school. Dr. Steer and Dr. Hanley are chairman and research associate respectively of the Ad Hoc Committee on Research of the ASHA, which is in the process of conducting a nationwide study sponsored by the OVR and the VA.

ON STAGE

At the University of Alabama. Ring Around the Moon was produced in November by Dr. Marian Gallaway.

At San Fernando Valley State College. Fall program: *Pygmalion*, *Hansel and Gretel*, and *Hedda Gabler*.

At San Jose State College. On the Main Stage: *The Sleeping Prince* by Terence Rattigan, directed by Elizabeth Loeffler. In the Studio Theatre: *The Flies* by Sartre, directed by Jack Neeson.

At Southern Illinois University. Southern Players productions: *Major Barbara*, *The Rainmaker*, *Charley's Aunt*, *Rip Van Winkle*, and *Macbeth*. The Touring Theatre, directed by Mr. Charles Zoekler, booked *Charley's Aunt* and *Rip Van Winkle* in twenty-five Illinois communities during the Fall season.

At the University of Kansas City. Playhouse productions: *Inherit the Wind*, directed by Alban F. Varnado; *Aladdin and the Wonderful Lamp*, directed by J. Morton Walker, for the Community Children's Theatre; *Electra*, directed by Patricia McIlrath and starring Judith Evelyn in the title role through arrangement with ANTA; *The Taming of the Shrew*, a new opera by Vittorio Giannini, who conducted the opening night's performance; *Le Bourgeois Gentilhomme*, Moliere's comedie-ballet, directed by Mr. Varnado; a second Children's Theatre production, *The Magic Horn of Charlemagne*, directed by Miss McIlrath; and *Lorca's Blood Wedding*, directed by Mr. Walker.

At the University of Maryland. *Born Yesterday*, *Liliom*, *The Madwoman of Chaillot*, *Kiss Me Kate*.

At Morehead (Ky.) State College. Morehead Players productions: *Lady in the Dark*, directed by W. P. Covington, III, with Donald Holloway as musical director; *A Visit to a Small Planet*; *Taming of the Shrew*; and a joint production with the Music Department of Gilbert and Sullivan's *Trial by Jury*.

In March, the Morehead Players have been invited to bring their Children's Theatre production to Berea, Kentucky, as part of the program of the Children's Theatre Conference division of the Southeastern Theatre Conference. The Players will perform a one-act play, *The Color-Conscious' Conscious*, with an all child cast. Mr. Orlin Corey, director of the Maskcrafters, Georgetown College, will direct the same play with an all adult cast.

At Montclair (N. J.) State College. Players' spring production will be *The Skin of Our Teeth*. At the request of the English Department, the group repeated its fall production, *Ah, Wilderness*, for a conference of high school English teachers and students.

At Syracuse University. Reader's Theatre productions: Sean O'Casey's play for voices, *Pictures in the Hallway*, and Wilde's *The Importance of Being Earnest*.

At Marymount College, Manhattan. Children of the community took part and were special guests in the Children's Theatre production of *The Snow Queen and the Goblins*, which was adapted by Martha Bennet King and directed by Mrs. Elaine Klein.

At Miami (Ohio) University. Major productions: *Liliom*, *The School for Scandal*, *The Merry Wives of Windsor*, *Our Town*. In addition, the University will present several bills of student-directed one-act plays, most of which will be done in arena staging.

At the College of Wooster. The Little Theatre's November production was Walter Sorell's *Everyman Today*, directed by William C. Craig, and starring Broadway actor, John Beal. The 1958 Faculty Club play was *Abie's Irish Rose*.

At Temple University. University Theatre major plays: *The Big Knife*, by Clifford Odets, *Children of Darkness* by Edwin Justus Mayer, *The Imaginary Invalid* by Moliere, and *The Children* by Cesare Sabatini. The productions will be directed by Prof. Paul E. Randall and Mr. Arthur O. Ketels, with technical direction by Mr. Elmer J. Dennis. In addition, some thirty one-act plays will be produced in the Laboratory Theatre.

At Texas Technological College. The Speech Department will again offer a credit course in American Theater, which will make possible first hand observation of representative theaters and productions. It will include attendance at productions of professional resident companies off Broadway like the Margo Jones Theater in Dallas, arena theaters, professional and non-professional summer stock companies, a showboat, regional and historical groups, a Shakespearean company, and several Broadway plays.

At the University of Vermont. A new Arena Theatre was opened on the Burlington campus December 5, with the production of *Brigadoon*. Dr. Gregory Falls is the director of the Theatre.

At the University of Wisconsin. In the experimental Play Circle: Dylan Thomas' *Under Milk Wood*, directed by Prof. Donald Mitchell; and a series of student-directed plays including Strindberg's *Miss Julie*, Shaw's *A Village Wooing*, Ionescu's *The Bald Soprano*, Kiyotsugu's *Sotoba Komachi*, Carroll's *Shadow and Substance*, Schiller's *Maria Stuart*, and three prize-winning original one-acts. The first two

productions of the Studio Play Reading series were Becket's *The Fall of All* and Fry's *Boy with a Cart*. Wisconsin Players' first semester television drama was an original comedy, *Five Sides of a Square*, written and directed by Prof. Jerry McNeely. Scheduled for the second semester TV production is Denis Johnston's *A Fourth for Bridge*. Johnston, a contemporary Irish playwright, is presently on the faculty of Mount Holyoke College.

At the University of Nebraska. University Theatre is emphasizing a season of comedy, including *The Merchant of Venice*, *Lysistrata*, *The Matchmaker*, and *Ah, Wilderness*.

ON THE AIR

The Indiana University Radio and Television Service, with a grant from the Twentieth Century Fund, has produced a series of six programs entitled, "Darkest Africa, One Hundred Years After Livingstone." Producer-director for the series was Jack Sheehan.

Dr. Paul Heinberg, State University of Iowa, is currently teaching Dramatic Interpretation on closed circuit television. During the course of this program, six simultaneous experiments are being run.

The Syracuse University Television Center televised a series of eight fifteen minute programs over WHEN-TV, Syracuse. Titled "Syracuse Goes South," the series showed the highlights of football games, interviews with coaches and persons connected with preparing the team for the Orange Bowl game January 1 in Miami, Florida.

This fall, Miami (Ohio) University marked a major development in its broadcasting activities with the creation of the Miami University Broadcasting Service, under the direction of Prof. Stephen C. Hathaway. The Service operates the two University stations, WMUB and WMUB-TV. Miami University has been conducting research in teaching via television for four years, under a grant from the Fund for the Advancement of Education.

New studios for teaching radio and television courses are being prepared at the Pennsylvania State University in Boucke Building, newest classroom building on the campus. A closed-circuit TV chain in this system can be connected with the facilities of WFBG-TV, Altoona. Studios of WDFM, student managed and operated radio station, are being equipped to

broadcasts daily through the facilities of broadcast stereophonic recordings. WDFM and WMAJ, local commercial AM station.

The official historical marker, commemorating the establishment of 9XM-WHA, "The Oldest Station in the Nation," was dedicated at the University of Wisconsin on November 24. Station 9XM began experimental transmission in 1917 and continuous scheduled broadcasting in 1919. The WHA letters replaced the 9XM call on January 13, 1922. U. W. President Conrad Elvehjem, in his dedicatory remarks, reviewed the record of WHA and emphasized its role as a tool in the service of education.

At the same event, Prof. H. L. Ewbank, Sr. of the University's Speech Department, was presented a special citation "for his thirty years of devoted service" to broadcasting and radio-TV education.

FACULTY ADDITIONS AND APPOINTMENT

At the University of Alabama. Barron B. Collier, instructor and high school forensics coordinator.

At the University of Arizona. Jack Howe, assistant professor and director of forensics; Paul McCready, instructor.

At San Fernando Valley State College. Willard F. Bellman, assistant professor of drama, designer-technical director of the College Theatre; James Brock, assistant professor of drama, associate director of the College Theatre.

At Southern Illinois University. Christian Moe, in theatre.

At Saint Joseph's College, Indiana. Francis E. X. Dance, assistant professor; Ralph M. Cappuccilli, Director of Forensics.

At Kansas State College, Pittsburg. Kenneth Roberts, instructor; Robertson Stawn, chairman of the Literature and Language Division.

At Morehead (Ky.) State College. Donald F. Holloway, instructor in speech and dramatic art; Mrs. Thelma Caudill, instructor in speech.

At the University of Michigan. John P. Highlander, in radio and television.

At Michigan State University. Brice Howard, lecturer and consultant in Radio-Television-Film Department.

At Miami (Ohio) University. Robert W. Evans, instructor and assistant debate director.

At the University of Vermont. Edward Feidner, technical director of theatre.

At the University of Maryland. Thomas J. Aylward has been promoted to assistant-profes-

George F. Batka has been promoted to associate-professor.

PERSONALS

From the University of Arkansas. Dr. Ralph T. Eubanks researched the state archives of four Southeastern States in connection with a rhetorical study of the Nullifiers he is preparing for the Dickey Project Volume in Southern Oratory (University of Arkansas research grant). . . . Norman DeMarco has a grant from the University of Arkansas to do research in the development of electronic sounds, some of which have already been used for demonstration in the Basic Arts Course and Humanities Course and in conjunction with dramatic productions at the University. . . . Miss Eleanor King, Choreographer for the Speech and Dramatic Arts Department, was given a University research grant to produce a film exploring the elements involved in dance choreography. . . . Prof. M. Blair Hart, Chairman of Speech and Dramatic Art, has been granted a leave for research in basic communication problems, effective during the spring semester 1959. . . . Dr. Sara Ivey, Director of Speech Clinic, has returned from a year's leave of absence. She helped to organize a college residential Speech and Hearing Clinic at Alabama College at Montevallo, Alabama. . . . H. Preston Magruder, Technical Director of the University Theatre, has returned from a year of study at the University of Denver, where he completed work on his doctorate with a dissertation entitled "The Role of Dramatic Literature in Integrated Courses in State Universities and Land Grant Colleges". . . . Assoc. Prof. Norman DeMarco of the University of Arkansas has returned from a year's leave. A grant from the Fund for Adult Education made possible a nine-month research into the techniques of programming and production at the CBS-TV studios in New York and at the educational station WGBH-TV in Boston.

From the University of Arizona. Dr. Alethea S. Mattingly served as visiting lecturer at the Northwestern Symposium on Interpretation in August. . . . Dr. James D. Lambert taught at the University of California, Santa Barbara, this past summer. . . . Dr. and Mrs. George F. Sparks spent the summer in Sweden.

From Arizona State University. Mr. Frank Byers is in Europe doing research in theatre.

From San Fernando Valley State College. Malcolm O. Sillars and William E. Schlosser have been promoted to associate professor.

From Stanford University. Dr. Norman Philbrick, Executive Head of the Department of Speech and Drama, will be on sabbatical leave during 1958-59. He and his family have taken a house at Westport, Connecticut, and Dr. and Mrs. Philbrick will spend some time in Europe during the year. . . . F. Cowles Strickland, Associate Professor of Speech and Drama, will spend a second year, 1958-59, in Helsinki as a lecturer at the National Finnish Theatre. Mr. Strickland recently directed a production of Thornton Wilder's *The Matchmaker* at the opening for the National Finnish Theatre's repertory season. This event was particularly interesting because it is the first time that an American has directed a play in Helsinki. . . . Irene Griffin, Instructor in Costume Design, is on leave, autumn 1958, and will tour theatres and art centers in Japan. . . . Helene Blattner, Assistant Professor in Oral Interpretation, has returned to her position after a year's leave of absence. . . . Robert Loper, Associate Professor of Theatre and Drama, served as staff director at Ashland, Oregon Shakespearean Festival this past summer. Dr. Loper directed *King Lear* and *Much Ado About Nothing*. He has been invited to return to the Festival as director next summer. . . . Wilbur S. Howell, Professor of Rhetoric and Oratory at Princeton University, conducted a colloquium on rhetoric during the first two weeks in August for the graduate students in public speaking at Stanford University. The discussions attracted many faculty members from universities and colleges in the Bay Area.

From the University of Florida. On July 1, 1958, Darrel J. Mase, formerly director of clinical services at the University of Florida, became dean of the new College of Health Related Services in the University's Medical Center. This college will train physical therapists, occupational therapists, and medical technicians. Dean Mase will retain his connection with the speech department as professor of speech.

From the University of Hawaii. John P. Hoshor, department chairman, returned from a six months' sabbatical, during which he visited 17 universities throughout the country observing curricula and administrative procedures. . . . Elizabeth B. Carr, associate professor, left for a sabbatical leave last month. She will be a visiting fellow at Cornell and will work on her forthcoming study of Hawaiian pidgin. . . . Ruth P. Kentzler, Assistant Professor, retired in June. After traveling extensively through Alaska and Canada, she will make her home at 625 Mapleton, Boulder, Colorado.

From Northern Illinois University. An 83-page booklet entitled "The Lincoln-Douglas Debate at Freeport, Illinois, August 27, 1858" written by Paul Crawford was published by Northern Illinois University in cooperation with the Lincoln-Douglas Society at Freeport.

From Northwestern University. Professor Harold Westlake was on leave of absence for the Fall Quarter to undertake research in the field of cerebral palsied speech. . . . Professor Wallace Bacon has been granted a leave of absence for the Winter Quarter for research in the history of interpretation.

From the University of Illinois. L. W. Olson has been appointed Assistant Dean in the College of Liberal Arts and Sciences; he will continue to teach Business and Professional Speaking in the Department of Speech. . . . Wesley Swanson has been appointed Executive Secretary in the department. . . . Joseph Scott is the new Supervisor of Dramatic Productions for the University Theatre. . . . Elizabeth Uldall of the University of Edinburgh is Visiting Professor teaching on the Illinois campus in exchange with Lee Hultzen who is teaching in Edinburgh; Professor Hultzen was accompanied by Mrs. Hultzen and son Carl. . . . Henry Mueller is on sabbatical leave in England; he is studying the history of British film production. . . . Grant Fairbanks, on sabbatical since June, will return to the Speech Research Laboratory in February. . . . Halbert Gulley will be on sabbatical leave for the second semester to study theoretical and experimental foundations of small group process; he will visit the Laboratory of Social Relations at Harvard and the Research Center for Group Dynamics at the University of Michigan. . . . Marie Hochmuth and Otto Dieter are back on campus after sabbaticals. . . . Professor and Mrs. Barnard Hewitt spent the summer in Europe; Professor Hewitt represented the American Educational Theatre Association at the Festival International de Théâtre Universitaire in Brussels on August 4, 5, and 6. . . . Charles Shattuck has acquired for the University a set of original water color costume designs for William Charles Macready's Shakespearean productions in 1842-43; working from the original prompt books, especially those for *As You Like It* and *King John*, Professor Shattuck is attempting a descriptive reconstruction of those productions.

From the University of Illinois, Chicago Undergraduate Division. Three members of the speech staff of the Chicago Undergraduate Division, University of Illinois, traveled during the

summer of 1958. Dr. Carl A. Pitt took an automobile trip to Alaska, and Mrs. Frances Goulson went to Mexico, where she attended theatre meetings in addition to sight-seeing. Mrs. Janice Crews visited Europe.

From Purdue University. Prof. Frances Patton attended the International Congress on the Modern Educational Treatment of Deafness held in England during July. . . . Dr. Betty Ann Wilson and Prof. Frances Patton will serve as faculty sponsors this year for Sigma Alpha Eta, national honorary society for speech and hearing therapists at Purdue. . . . Dr. M. D. Steer has been appointed Chairman of the ASHA ad hoc committee on research and principal investigator in the ASHA research contract with the Office of Vocational Rehabilitation and the Veterans Administration. . . . Dr. T. D. Hanley has been appointed Research Associate for the American Speech and Hearing Association in conjunction with the new research project. . . . The Psi Iota Xi Pre-College Institute for the recruitment of speech and hearing therapists from outstanding high school students will be conducted again during the 1959 summer session. This program is supervised by Dr. Betty A. Wilson. . . . Prof. Henry L. Ewbank, Jr. spoke during the Debate Conference at the University of Missouri on November 1 on the subject "Refutation Focus of Debate." Dr. S. M. Marks, production designer for the University Theatre, was elected national president of Theta Alpha Phi. . . . Prof. W. Charles Redding has been elected vice-president, and Prof. Mason A. Hicks, secretary-treasurer, of the Indiana Speech Association. . . . Dr. M. D. Steer has been granted a leave of absence for the period July 1 to August 31 for the purpose of inspecting research and clinical programs in Europe, especially in Scotland, England, France, Germany, the Netherlands, Switzerland, and Italy. He will attend the Eleventh Congress of the International Association of Logopedics and Phoniatrics to be held in London.

From Kansas State College. Dr. John Keltner has resigned to take a position with the Federal Mediation and Conciliation Service in St. Louis, Missouri. Dr. Forest L. Whan has been appointed as Head of the Department of Speech. . . . Prof. F. Virginia Howe received her Doctor of Education degree from Boston University in August.

From Louisiana State University. Don E. Blakely, instructor and technical director of the theatre, has returned to his position at LSU

after a year's study at Columbia University. During the summer, Mr. Blakely served as managing director of the Dunes Summer Theatre at Michigan City, Indiana. . . . Russell Everett, who completed his M.A. degree at LSU in August, has accepted a position at the University of Georgia. . . . Thomas Tedford, an LSU Ph.D. of last year, has accepted the headship of the Speech Department at Ouachita College. During the past year he taught at the Southern Baptist Theological Seminary at New Orleans.

From Tulane University. Paul Hostetler of the department is on a year's leave to continue his graduate work at LSU.

From the University of Michigan. Prof. Edward Stasheff has returned from a year's leave to work with the Educational Television and Radio Center in Ann Arbor. . . . Prof. Edgar E. Willis is on leave this academic year with the Center.

From Michigan State University. Prof. Kenneth G. Hance has been Acting Head of the Department of Speech this year. He replaced Prof. Armand L. Hunter who has assumed, on a full-time basis, the position of University Director of Broadcasting. . . . The University has announced the appointment of Prof. John E. Dietrich, now Director of Theatre at Ohio State University, as the new Head of the Department. . . . Prof. Don Buell was granted the MSU "Best Teacher" award for 1957-58. In addition to receiving the honor, Prof. Buell received a substantial cash award which he has turned over to the M.S.U. Development Fund to begin a fund for the purchase of items from the famous Vandam Collection of theatre photographs. . . . Prof. Gordon Thomas goes on a sabbatical leave during the Winter Term and plans to spend his time in Mexico in study and writing. . . . Winnifred S. Hance, wife of Dr. Kenneth G. Hance, Second Vice-President of the SAA, died October 9, 1958. Surviving are Dr. Hance and a son, Kenneth, freshman at DePauw University, Greencastle, Indiana. Burial was at Olivet, Michigan, near the campus of Olivet College, where Dr. and Mrs. Hance first met and where both taught for a time.

From University of Missouri. Dr. Charlotte G. Wells, director, and members of the staff of the Speech and Hearing Clinic recently completed a move of offices and clinic equipment from the third floor of Switzler Hall to ground-floor, newly-remodeled quarters in Parker Hall. The move gives the clinic about ten times as much space for its seminar, research, and clinical

activities. . . . Dr. Loren Reid was the banquet speaker of the Western Speech Association at its Salt Lake City conference in November.

From Cornell University. Mrs. Alyce R. Ritti, instructor in phonetics and speech correction, has returned to full-time teaching after a leave of absence during the second semester, 1957-58.

From Elmira College. Geraldine E. Quinlan is Visiting Professor of Speech and Chairman of the Division of Fine Arts for 1958-59.

From Syracuse University. Prof. Agnes Al-lardyce has been appointed by the International Cooperation Administration as an advisor in the teaching of English in Vietnam; she will be on leave for approximately two years. . . . Prof. Eugene S. Foster, chairman of the Radio-TV Department, served in Morocco as consultant for the ICA to orient five Moroccans who will be studying at Syracuse. This past summer he spent six weeks as a consultant to the Jordanian government in establishing a new 100,000 watt radio station in Amman.

From the University of North Dakota. John S. Penn, chairman of the Department of Speech, has been elected president of the North Dakota Council of College Faculties.

From Ohio University. Thomas Ludlum resigned this past June to accept a position as Associate Professor and Chairman of the Speech Department at Capitol University in Ohio. . . . Professor Emeritus J. M. O'Neill was a guest of the School of Dramatic Art and Speech on November 18.

From Kent State University. Ann Palmer directed the Children's Summer Clinic with a full enrollment of 30 children. . . . John R. Montgomery, director of the speech and hearing clinic, has revised the "Look and Say" articulation test and a second edition is now available. . . . Arthur L. Kaltenborn, supervisor of adult speech therapy, has been re-appointed editor for the *Ohio Therapist*. . . . G. Harry Wright, director of the University Theatre, spent five weeks in Europe during the summer with the Wisconsin Music, Drama, and Fine Arts Tour.

From Marietta College. Bernard Russi, Jr. and his wife, Julia, have returned from a year's leave of absence and study at Wayne University in Detroit.

From University of Oklahoma. Dr. Jack Douglas has been granted a leave of absence for one year and is now in residence at the University of Texas, where he is conducting experimentation in speech education. . . . Dr. Carl Ritz-

man is spending the year at Ithaca, New York, at the invitation of Cornell University to serve as consultant in the evaluation of the speech and hearing facilities on that campus. . . . Dr. Charles Green is on sabbatical leave for the year 1958-59 and is living in London, where he is studying British literature and rhetoric.

From Oregon State College. Associate Professor Harold M. Livingston is coordinating Oregon State's participation in the Television Teaching Project of the Oregon System of Higher Education with the participation of the University of Oregon, Oregon College of Education, and Willamette University.

From Pennsylvania State University. The Pennsylvania State University has the largest number of graduate students in speech in its history. These include people from Australia, India, and the Philippine Islands. New grad students were given an intensive orientation before classes began in the fall. Each was given the opportunity to interview several members of the graduate faculty in company with an "oldtimer" graduate student. . . . Dr. Harold E. Nelson, Associate Professor of Speech, was elected President of the Pennsylvania Speech Association at the Annual Convention on October 17. . . . Dr. Harold J. O'Brien, Associate Professor of Speech, was appointed state Parliamentarian for the Daughters of the American Revolution. He will serve at the convention in Philadelphia on November 10-12. . . . Harold P. Zelko continues as consultant to Governor Leader and various departments of Pennsylvania State Government on training and communications. Zelko recently completed a survey analysis of communication at a large segment of the DuPont Company, under a research grant from the University of Pennsylvania. . . . Holle G. DeBoer and John K. Brilhart have been serving as discussion leader trainers for the new Center for Continuing Liberal Education, a venture into a new phase of adult education sponsored by the Ford Foundation. The Center is directed by Dr. Cyril F. Hager.

From the University of Pittsburgh. A grant of \$2000 has been given to the William Pitt Debating Union at the University of Pittsburgh. The Buhl Foundation is the donor. . . . Prof. Robert P. Newman, president of the Pitt Chapter, AAUP, was a delegate to the Brussels conference of the International Association of University Professors and Lecturers last September. . . . Mrs. Haun is the author of a

pamphlet, "When You Study the Poem," published by the University of Pittsburgh Press, 1958.

From Temple University. Dr. Murray M. Halfond has been elected First Vice President for the Philadelphia Society for Better Hearing. . . . Dr. Harry L. Weinberg's paper, "Structure and Function in Cybernetics and General Semantics," was delivered at the First International Conference on General Semantics in Mexico City in August. As a member of a panel at the convention of the National Association for Retarded Children, Dr. John Borriello presented preliminary results of the research which he is conducting at St. Christopher's Hospital for Children concerning the value of speech therapy for mentally retarded children.

From South Dakota State College. Dr. A. R. Christensen, Head of the Speech Department, has been appointed Administrative Assistant to the President of the college. He will continue to serve as Department Head until an appointment for that position is made. . . . Prof. Lawrence Stine was on sabbatical leave during the past summer. Mr. Stine did research on the History of Black Hills Theater. This research will be part of his doctoral dissertation which he is completing at the University of Iowa.

From University of Houston. Joseph Coffey has transferred to the Department of Radio-TV from the Drama Department. . . . Dr. Genevieve Arnold, Director of the University of Houston Speech Clinic, is President, and Dr. Tina Bangs of the Houston Speech and Hearing Center is President-Elect of the Texas Speech and Hearing Association.

From Madison College. Prof. Mary Latimer of Madison College (Harrisonburg, Virginia) was guest actress during July at Beloit Court Theatre, Beloit, Wisconsin.

From the University of Wisconsin. Prof. Frederick W. Haberman has been appointed a member of the Wisconsin State Radio Council, to represent the president of UW. . . . William Harley, program director for Station WHA, was elected president of the National Association of Educational Broadcasters for 1958-1959. . . . Prof. Jerry C. McNeely won the Writers Guild of America "Best One-hour Television Play" award for 1958 for *The Starting Match* (produced on Studio One). . . . Bob Zeman, a radio-TV major, has been chosen co-captain of the 1959 Wisconsin football team.